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 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. (2.2.N)
   – Name the key nutrients in each food group and investigate how the body uses these nutrients. (1.6.M)

b. Know nutrition guidelines. Analyze the major nutritional benefits of specific plant and animal food products.

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)

EXERCISE YOUR OPTIONS—LESSON 1—DAY 1: FOOD-GROUP EXPERTS
California’s Common Core Content Standards, Grades 6 – 5
– 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 text. (E) (Grade 6 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 contribute to a sense of meaning or tone.

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 between distinct individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (E) (Grade B 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. (E)
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 with clear reasons and relevant 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 selection, organization, and analysis of content.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately 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.

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 reframing the inquiry when appropriate.

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility 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 giving 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. Evaluate 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 effectively 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.
Anticipatory Set

1. Introduce the lesson.
   - Utilize the PowerPoint presentation to introduce the program.
   - Tell students that they are going to take a closer look at the major food groups and at a system to help them organize their options about the foods they eat.
   - Point out the food group chart (refer students to Pages 12 – 13 in their workbook) and explain that the chart contains foods from the five major food groups:
     - Milk & Milk Products
     - Vegetables
     - Fruits
     - Grains, Breads & Cereals
     - Meat, Beans & Nuts

   - Point out that extra foods are those that do not belong in any of the food groups, generally because of excessive amounts of fat and/or sugar. The food grouping system outlines what amounts of foods from each food group are needed every day (for more information, refer to More for Teachers on the DVD, or Dairy Council of California’s website).

   - Tell students that to learn more about each of the food groups and about the amount of food we need to eat each day, they are going to become experts about one of the food groups and then teach the rest of the class. They will use the Lesson 1—Day 1: Food-Group Experts Video and resources in their Student Workbooks to conduct their research.

   - Students will be encouraged to be creative in their responses and to use their best judgment in determining what they think is most important to their group.

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.”
2. 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

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 grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase 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.
**HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8**

**Mental, Emotional, and Social Health**

2.0 Analyzing Influences (Grade 6-8)

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 included 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)
   - 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 nutrients in the form of Calories.
   - Identify the physiological processes in digestion, absorption, and metabolism of nutrients.
   - Describe the benefits and dangers of a variety of foods high in iron, calcium, and fiber. (1.7.N)

**EXERCISE YOUR OPTIONS—LESSON 1—DAY 2: FOOD-GROUP EXPERTS**

California’s Common Core Content Standards, Core Content Standards, Grades 6 - 8 

* Includes College and Career Readiness (CCR) Anchor Standards

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

**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.

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

**Integrating Knowledge and Ideas**

R.CCR Anchor Standard 7. Integrate and evaluate content presented in multiple media and 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.

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

**Writing Standards**

Texts 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 in the effective selection, organization, and analysis of content.

2. 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.

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 as well as to interact and collaborate with others; demonstrates 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 reframing 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 8 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. (E)

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

3. Delineate a speaker’s argument and specific claims, demonstrating that evidence is valid by being 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, response to literature presentations) sequentially, linking ideas logically and using pertinent descriptions, facts, and details; 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 text to support analysis, reflection, and research. (E)

5. Include multimedia components (e.g., graphics, images, multimedia) as well as visual displays in presentations to clarify information.

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and 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**

Comprehension of Standard English LCCR 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.

LCCR 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

LCCR 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

LCCR 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 using context clues, analysis of meaningful word parts, and consultation of general and specialized reference materials, in order to recognize or determine the meaning or relevance of unknown words.

Craft and Structure

LCCR 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.

LCCR 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 by considering a word or phrase important to comprehension or expression.

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 analyzing 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 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, 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 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, videos, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading 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 complex literary and informational 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.

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 to interact and collaborate with others.

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
**Lesson 2: Lunch at the Mall**

Exercise Your Options supports 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's Common Core Content Standards

- **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 7/8)
  - 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### 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)
- **b.** Know nutrition and health guidelines.
  - Analyze the harmful effects of engaging in unscientific diet practices to lose weight gain. (1.9.N)
- **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. (1.6.N)
  - Identify the metabolic processes in digestion, absorption, and metabolism of nutrients. (1.6.N)
  - Describe the benefits of eating a variety of foods high in iron, calcium, and vitamin C. (1.7.N)
- **d.** 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)
  - Identify principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety. (1.3.N)
  - 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. (2.3.N)
- Illustrate how environmental influences of food choices differ across cultures. (2.4.N)

### Health Content Standards & Nutrition Competencies

**Lesson 2: Lunch at the Mall**

- Identify how emotions influence food choices, and how food choices may affect emotions. (2.5.N)
- Identify examples of barriers to making healthy food and fitness choices. (2.6.N)

#### 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*
Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended times (time for 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 times (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplines-specific tasks, purposes, and audiences. (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/sociology/social studies texts in the grades 6 – 8 text complexity band independently and proficiently. (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)

R.CCR Anchor Standard 2. 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 to interact and collaborate with others.

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 texts, assessing the credibility and accuracy of each source, and integrate the information while avoiding plagiarism and following a standard format for citation.

8. Gather relevant information from multiple print and digital sources, assessing 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)
Expressions and Equations (7.EE)

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

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. (E)
2. Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers. (E)
3. Solve real-world and mathematical problems involving the four operations with rational numbers.

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

Lesson 2: Lunch at the Mall

Anticipatory Set

1. Introduce the lesson.
   • Utilize the PowerPoint presentation to introduce the program.
   • Tell students that this lesson will help them learn that exercising smart food choices—at home and away from home—including selecting a variety of food group foods and being aware of how much they are actually eating.

2. Have students watch the Lesson 2: Lunch at the Mall video.

3. Discuss the Lesson 2: Lunch at the Mall video.
   • Ask the students to summarize aloud the video’s main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.
   • Reinforce the idea that, just as they saw in the video, it’s a myth that good-tasting, healthy food choices aren’t available at malls and other fast-food restaurants.

Lesson 2: Lunch at the Mall Video Summary

Plot: Three students eat lunch at a mall food court.

The Expert evaluates the students’ lunch choices:

• Gabe chooses well: one serving each from Meat, Beans & Nuts (tenyaki chicken), Grains, Breads & Cereals (rice) and Vegetables.

• Although Megan initially chose to skip lunch, she eventually chooses well: one serving each from Meat, Beans & Nuts (chicken), Vegetables (cajado) and Milk & Milk Products (yogurt parfait).

• Sarah chooses a jumbo-sized meal, thereby eating multiple servings of food-group foods and “extras” that contain added fat, sugar and calories. She has multiple servings from Meat, Beans & Nuts (jumbo-sized hamburger), Grains, Breads & Cereals (jumbo-sized bun) and “extras” (jumbo-sized soda and jumbo-sized French fries and a dessert).

• Anna, Megan’s neighbor, explains to Megan how she is hurting her body by skipping meals and/or avoiding certain food groups.

The Expert uses Sarah’s lunch as an example of how jumbo-sized servings often contain enough fat and calories for more than one person.

Step-by-Step Procedures With Guided Practice

Review Healthy Serving Sizes (Page 11).

1. Have students review Healthy Serving Sizes on Page 11 in their Student Workbooks.

2. Discuss rule #1: Most foods you eat count as one serving.
   • Explain that most of the time, the amount of food served counts as one serving. Review the examples shown (a glass of milk, a slice of bread, etc.) and then ask students for other examples of foods that would count as one serving.
   • Each food group has a standard reference amount. “One serving” of any food group guarantees that it contains a certain amount of the food group’s major nutrient. “Half a serving” indicates that a food provides only one-half the standard amount of nutrients. For example, a slice or two of tomato on a sandwich is equal to a one-half serving.

3. Discuss rule #2: When foods are combined with other foods, they often count as one-half or two servings.
   • Explain that this rule really addresses mixed foods—that is, foods that contain food from more than one food group, such as a taco or pizza.

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

FOOD SYMBOL COMPARISON SERVING SIZE

- Milk & Milk Products
  - 1 cup
- Grains, Breads & Cereals
  - 1 cup
- Fruits
  - 1 medium
- Vegetables
  - 2 cups
- Meats
  - 3 ounces
- Beans & Nuts
  - ½ cup
- Fats
  - 1 teaspoon

- Healthy Serving Sizes
- Lesson 2: Lunch at the Mall
- Lesson 2: Lunch at the Mall Video Summary
- Step-by-Step Procedures With Guided Practice
LEMON 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 activity 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 weight.* (1.11.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 nutrition choices on health.* (1.11.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 3:

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.* (6.1.N)

– Contrast healthy and risky approaches to weight management.* (6.3.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)

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.

1. 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 figuring 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 idea. (E) (Grades 6, 8 only)

R.CCR Anchor Standard 6. Assess how point of view or purpose of a text is conveyed in the text and explain how it is conveyed in the text. (E)

Integrate Texts and Sources

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 arguments 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.

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

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 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)

W.CCR Anchor Standard 3. Write narratives to develop real or imagined experiences or events using effective techniques, 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.

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 reinforcing 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 and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (E)
LANGUAGExx STANDARDS

Conventions of Standard English

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

Knowledge of Language

LCCR 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.

Vocabulary Acquisition and Use

LCCR 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.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

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

Key Ideas and Details

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

Craft and Structure

RCCR 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.

Range of Reading and Level of Text Complexity

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

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

Text Types and Purposes

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

Production and Distribution of Writing

WCCR Anchor Standards 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

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

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

Presentation of Knowledge and Ideas

SLCCR Anchor Standard 4. Present information, findings, and supporting evidence, clearly and accurately, while engaging the listener with clear, effective eye contact, adequate volume, and clear pronunciation. (Grade 6 only)

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

SLCCR Anchor Standard 7. Demonstrate effective oral arguments, using multiple strategies (e.g., argument, narrative, informative, response to literature). presentation, supporting evidence 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)

SLCCR 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 to interact and collaborate with others.

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

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

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

3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what well purpose and audience have expressed.

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

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

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

Ratios and Proportional Relationships (6.RP)

1. Understand the concept of a ratio and use ratio reasoning to solve problems.

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)

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

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

3. Solve real-world and mathematical problems using numerical and algebraic expressions and equations.

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.

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

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.

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

Ratios and Proportional Relationships (6.RP)

1. Understand the concept of a ratio and use ratio reasoning to solve problems.

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)

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

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

3. Solve real-world and mathematical problems using numerical and algebraic expressions and equations.

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.

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

Anticipatory Set

1. Introduce the lesson.

Utilize the PowerPoint presentation to introduce the program.

Tell students that this lesson will help them learn why eating breakfast is such an important thing to do every day.

- Take a quick class poll to learn how many students ate breakfast this morning and how many did not. Of those who ate breakfast, what did they have and why? Did their breakfast contain food-group foods, “extra” foods (e.g., doughnut, fruit roll) or both? Did they or a parent prepare their breakfast, did they eat at school, or did they buy something to eat on the way to school? Do they eat the same foods on most days or do they vary their breakfast foods each day?

2. Have students watch the Lesson 3: What’s for Breakfast video.

Direct students to pay particular attention to the breakfast choices of each of the three students as they watch the video.

Review the summary below with students after showing the video.

Lesson 3: What’s for Breakfast Video Summary

Plot: Three students take a school test in the morning and experience the direct physical effects of their breakfast choices.

A healthy breakfast includes foods from the “3 out of 5” model: waffle (Grains, Breads & Cereals) OR Milk & Milk Products OR Meat, Beans & Nuts OR Fruits OR Vegetables. These provide a steady release of energy all morning, so that you don’t get hungry; have sufficient energy to sustain them through physical activities and classroom learning.

“Gabe” skipped breakfast altogether, leaving her with a feeling hungy and tired.

“Drew”’s toaster-pastry breakfast gave him a quick surge of energy, but soon after, left him sleeply and unable to concentrate.

“Megan” skipped breakfast altogether, leaving her with a headache and unable to focus on the test, even though she had studied the night before and felt prepared.

“Gabe”’s brain and body were both well-fueled for school because he ate one serving from each of three food groups, the “3 out of 5” model: waffle (Grains, Breads & Cereals), topped with strawberries (Fruits) and yogurt (Milk & Milk Products).

3. Discuss the Lesson 3: What’s for Breakfast video.

Ask students to summarize aloud the video’s main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

The Expert Summarizes:

A healthy breakfast includes foods from the “3 out of 5” model. These provide a steady release of energy all morning so that you don’t get hungry;

High-sugar breakfasts, like Drew’s, provide a quick surge of energy, then a quick drop of energy, leaving you feeling hungry and tired;

Students who eat breakfast learn better, are more attentive and score better on tests.

Step-by-Step Procedures With Guided Practice

1. Discuss healthy breakfast options.

Help students understand that by eating foods from three of the five food groups, their bodies are getting the necessary combination of carbohydrate, protein and fat that they need to provide a steady release of energy all morning. The combination of foods that provides this balance is called the “3 out of 5” model:

- Grains, Breads & Cereals
- Fruits
- Milk & Milk Products

Tell students that a healthy breakfast does not have to include only “typical” breakfast foods, such as cereal or toast. In fact, they can have fun mixing and matching all sorts of foods. Share some examples of typical healthy breakfasts and have students evaluate each one to identify the food groups contained in each.

Reinforce the importance of “fueling up” each morning so that they have sufficient energy to sustain them through physical activities and classroom learning.

Tell students that skipping breakfast is actually bad for their bones! Students who skip breakfast don’t get enough calcium and fiber in their diets, which leaves them at a greater risk for osteoporosis, the bone-thinning disease they learned about in Lesson 1, Food-Group Experts.

(See More for Teachers on the DVD or Dairy Council of California’s website).

Anticipatory Set

1. Introduce the lesson.

Utilize the PowerPoint presentation to introduce the program.

Tell students that this lesson will help them learn why eating breakfast is such an important thing to do every day.

- Take a quick class poll to learn how many students ate breakfast this morning and how many did not. Of those who ate breakfast, what did they have and why? Did their breakfast contain food-group foods, “extra” foods (e.g., doughnut, fruit roll) or both? Did they or a parent prepare their breakfast, did they eat at school, or did they buy something to eat on the way to school? Do they eat the same foods on most days or do they vary their breakfast foods each day?

2. Have students watch the Lesson 3: What’s for Breakfast video.

Direct students to pay particular attention to the breakfast choices of each of the three students as they watch the video.

Review the summary below with students after showing the video.

Lesson 3: What’s for Breakfast Video Summary

Plot: Three students take a school test in the morning and experience the direct physical effects of their breakfast choices.

Drew’s toaster-pastry breakfast gave him a quick surge of energy, but soon after, left him feeling sleepy and unable to concentrate.

Megan skipped breakfast altogether, leaving her with a headache and unable to focus on the test, even though she had studied the night before and felt prepared.

Gabe’s brain and body were both well-fueled for school because he ate one serving from each of three food groups, the “3 out of 5” model: waffle (Grains, Breads & Cereals), topped with strawberries (Fruits) and yogurt (Milk & Milk Products).

3. Discuss the Lesson 3: What’s for Breakfast video.

Ask students to summarize aloud the video’s main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

The Expert Summarizes:

A healthy breakfast includes foods from the “3 out of 5” model. These provide a steady release of energy all morning so that you don’t get hungry;

High-sugar breakfasts, like Drew’s, provide a quick surge of energy, then a quick drop of energy, leaving you feeling hungry and tired;

Students who eat breakfast learn better, are more attentive and score better on tests.

Step-by-Step Procedures With Guided Practice

1. Discuss healthy breakfast options.

Help students understand that by eating foods from three of the five food groups, their bodies are getting the necessary combination of carbohydrate, protein and fat that they need to provide a steady release of energy all morning. The combination of foods that provides this balance is called the “3 out of 5” model:

- Grains, Breads & Cereals
- Fruits
- Milk & Milk Products

Tell students that a healthy breakfast does not have to include only “typical” breakfast foods, such as cereal or toast. In fact, they can have fun mixing and matching all sorts of foods. Share some examples of typical healthy breakfasts and have students evaluate each one to identify the food groups contained in each.

Reinforce the importance of “fueling up” each morning so that they have sufficient energy to sustain them through physical activities and classroom learning.

Tell students that skipping breakfast is actually bad for their bones! Students who skip breakfast don’t get enough calcium and fiber in their diets, which leaves them at a greater risk for osteoporosis, the bone-thinning disease they learned about in Lesson 1, Food-Group Experts.

(See More for Teachers on the DVD or Dairy Council of California’s website).
Objective 1: Evaluation
Objective 2: Evaluation
Objective 3: Synthesis
Objective 4: Comprehension
Materials

Student Workbooks
Exercise Your Options DVD, Lesson 4: Today I Ate: Video
Pencil
PowerPoint Presentation
Dairy Council of California Website—HealthyEating.org/EYO

Preparation
1. Review food groups, serving sizes, nutrients and health benefits for each food group.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 50 – 60 minutes

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).

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)

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.

Nutrition Education Competency 2:
Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

a. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition information.* (3.1.N)
   – Contrast healthy and risky approaches to weight management.* (5.3.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Analyze the nutritional value of foods and beverages.* (1.6.N)
   – Analyze the caloric value of foods and beverages.* (1.6.N)
   – Analyze the nutritional benefits of specific plant and animal food products.
   – 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.
   – 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 3:
Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

a. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition information.* (3.1.N)
   – Contrast healthy and risky approaches to weight management.* (5.3.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.* (1.8.N)

Nutrition Education Competency 4:
Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

a. Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.* (4.1.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Analyze the nutritional value of foods and beverages.* (1.6.N)
   – Identify the nutritional benefits of specific plant and animal food products.
   – Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.* (1.9.N)
   – 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 5:
Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

a. Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.* (4.1.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Contrast healthy and risky approaches to weight management.* (5.3.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Analyze the nutritional value of foods and beverages.* (1.6.N)
   – Identify the nutritional benefits of specific plant and animal food products.
   – Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.* (1.9.N)
   – 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 6:
Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

a. Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.* (6.1.N)
   – Contrast healthy and risky approaches to weight management.* (5.3.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Analyze the nutritional value of foods and beverages.* (1.6.N)
   – Identify the nutritional benefits of specific plant and animal food products.
   – Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.* (1.9.N)
   – 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 7:
Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

a. Make healthy food choices in a variety of settings.* (7.1.N)
   – Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.* (6.1.N)
   – Contrast healthy and risky approaches to weight management.* (5.3.N)
   – Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (6.1.N)
   – Analyze the nutritional value of foods and beverages.* (1.6.N)
   – Identify the nutritional benefits of specific plant and animal food products.
   – Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.* (1.9.N)
   – 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 8:
Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

a. 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, Grades 6 – 8
* Includes College and Career Readiness (CCR) Anchor Standards.

CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR 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.

Craft and Structure

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

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

4. 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 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 and providing basic bibliographic information.

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.

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 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 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)

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 4. Present information, findings, and 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, proposal) by using clear blocks of evidence 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.

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. Assess how point of view or purpose shapes the content and style of the text.

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)
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.

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

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.”
2. 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:
   a. Reporting the number of observations.
   b. 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.

Integration of Knowledge and Ideas
R.CCR Anchor Standard 8. Deliberate 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 to interact and collaborate with others. (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, assessing 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)
Lesson 5: Keep Moving, Keep Fit!

Exercise Your Options supports teaching and related content 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!**


1.0 Essential Concepts (Grade 7B)

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 Nutrition Education.

#### 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.* (1.5.N)
  - Identify factors affecting weight balance.* (1.4.N)

- **c.** Know factors affecting energy balance.
  - Identify ways to increase daily physical activity.* (1.1.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 eating and physical activity.* (3.4.N)

#### 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 youth 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.* (5.1.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)

### 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.

- **3.5:** (Grades 7 & 8) Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness programs.

**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.

### 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.

**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.

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

**Inclusion College and Career Readiness (CCR) Anchor Standards**

- **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.
  - W.CCR Anchor Standard 5. 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.

**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.

- 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.

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

**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)
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meanings 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 at the college and career readiness level, and demonstrating command of formal English when indicated or appropriate.
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.

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 reading and content.

Integration of Knowledge and Ideas
R.CCR Anchor Standard 8. Delineate and evaluate the arguments and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.
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, and other grade 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, or experimental results, clearly and accurately.

Production and Delivery
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 andcollaborate 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 to answer a question including a self-generated question; draw on several sources and generate additional related, focused questions that further their research, 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 further their research, demonstrating understanding of the subject under investigation.
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 into their own as needed.
8. Gather relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source and integrating the information into their own as needed.
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 reflection, revision, and editing) and shorter time frames (a day or two) for a range of tasks, purposes, and audiences.
10. Write routinely over extended time frames (time for reflection, revision, and editing) and shorter time frames (a day or two) for a range of tasks, purposes, and audiences.

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.
2. Summarize and describe distributions.
2. 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.

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.

Statistics
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.
2. Summarize and describe distributions.
2. 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.
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 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)

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

Anticipatory Set
1. Introduce the lesson.
   • Utilize the PowerPoint presentation to introduce the program.
   • Explain to students that in this lesson they will be looking at another option they have for being healthy—physical activity.
   • Ask students why they think it makes sense to talk about food choices and physical activity at the same time. (Food eaten gives energy for physical activities that students do; food and activity are connected in that food eaten represents calories in; physical activity represents calories out.)
   • Both the foods we eat and the activities we do influence our health, and both involve decisions that we can individually control. Food gives us the nutrients we need and the energy to be active, and the more active we are, the more foods we can eat.

2. Have students watch the Lesson 5: Get Moving! video.
   • Direct students to pay particular attention to the activity choices of the five students as they watch the video.
   • Review the summary below with students after showing the video.

Lesson 5: Get Moving! Video Summary
Plot: The students meet after school to discuss an upcoming community project—helping third graders design and build a garden at a local elementary school. Before everyone arrives, the students are engaged in various activities:
• Gabe is sedentary until Mike invites him to play basketball
• Drew skateboards
• Sarah practices dance steps
• Megan stretches for an upcoming run

3. Discuss the Lesson 5: Get Moving! video.
   • Ask students to summarize aloud the video’s main plot, the summary below with students after showing the video.
   • Review activity choices of the five students as they watch the video.

The Expert summarizes the importance of physical activity:
• Being active is good for your heart, muscles, and it uses the energy you get from food.
• Middle school students should get at least 60 minutes of moderate-to-hard activity every day.
• Use the FITT formula to determine how often, how long, how hard, and what type of physical choices we should make.
• Gabe needs to increase his physical activity by trading inactive time (e.g., riding escalators, being driven to school) for active time (e.g., taking the stairs, walking to school).
• Megan needs to learn how to balance her regular running with better food choices so that her body is well-fueled.

Step-by-Step Procedures With Guided Practice
1. Have students complete and analyze their activity records (Page 19).
   • Have students read the text at the top of Page 19, above the section titled Activity Record. Explain that just as they recorded their food choices, they are going to record their activity choices. Ask them to name some of their favorite physical activities and how they think the activities keep them healthy.
   • Write the letters FITT on the chalkboard and explain their meanings to students:
     - Frequency refers to how often you do this activity—every day? Twice a week? Only on weekends?
     - Intensity refers to how physically hard the activity is; that is, how much energy the activity requires.
     - Time refers to how long (or how many minutes) you do this activity.
     - Type refers to the kind of activity—strength vs. cardio vs. stretching.
   - Strength—improving muscular strength by increasing the individual’s ability to gradually resist more force.
     Example: lifting weights
   - Cardio—to increase your heart rate by performing moderate-vigorous levels of intense activity.
     Example: dancing
   - Stretching—to extend your limbs and body.
     Example: bending over and touching your toes
   - It is important to consider the intensity of these activities to determine if they are low, moderate or vigorous level.
   • Read the example on the chart, Page 19, pointing out the indicated intensity and the amount of time the activity is performed each day.
     - Review that vigorous (hard) activity is one that causes them to feel out of breath or breathe faster, makes their hearts beat faster and perhaps, start to sweat.
     - Offer examples of low, moderate or vigorous intensity: walking between classes (low level), walking briskly to school (moderate level), walking extremely fast during a race or fitness test (vigorous level).
   • Have students complete their activity records, applying the FITT formula to each activity. Remind them to think of all the activities they do in a week—one that requires a lot of energy (e.g., bicycling, playing soccer) as well as ones that don’t require much energy at all (e.g., playing video games).
   • When done, students should cross out all activities in which they’ve noted the intensity as ‘low level.’ Make sure they draw a line all the way across the chart, crossing out both the activity and the time spent.
   • Have students total the time spent each day doing “moderate level” or “vigorous level” activities and record those numbers at the bottom of the chart.
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 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, physical activity, and enhancing health.

b. Know nutrition and health guidelines.
   – Analyze the harmful effects of engaging in unscientific diet practices to lose weight or achieve a healthy body image.* (2.1.N)
   – Identify ways to reduce the risk of overweight and weight-related chronic diseases.* (2.1.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.

a. Describe the influence of culture and media on food choices.* (2.2.N)
   – Compare experiences of making nutritious food choices in 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.

a. Distinguish between valid and invalid sources of nutrition information.* (1.1.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.

b. 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.

b. 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.

b. 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 use decision-making skills to promote healthy food choices and health outcomes.

b. 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 activities.

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, Grades 6 – 8
Includes College and Career Readiness (CCR) Anchor Standards

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.

b. 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.

1. By the end of year, read and comprehend literary nonfiction in grades 6-8 texts 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 or convey 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. (E)

W.CCR Anchor Standard 5. 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. Write arguments focused on and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.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.

SL.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.

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.

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.

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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.

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

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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.

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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, responsive 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.

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