

Middle School Program: *Exercise Your Options*
Alignment to California Nutrition Education Competencies, Grades 7-8

Exercise Your Options supports teaching and learning related to *California Nutrition Education Competencies* (Grades 7-8). The following program alignment is based on the video segments on the *Exercise Your Options CD-ROM*, the instruction and information provided in the **Teacher Guide**, and the activities in the **Student Booklet**.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (Grades 7- 8)	Middle School: <i>Exercise Your Options</i>							
	Pre- Assessment: Options . . . Choices . . . Decisions	Lesson 1& 2 Food-Group Experts	Lesson 3: Lunch at the Mall . . . What are My Options?	Lesson 4: Power Up for Breakfast	Lesson 5: Food Records	Lesson 6: Keep Moving, Keep Fit!	Lesson 7: Overcoming Obstacles	Post- Assessment: A Brand New Day
*This competency is listed in California's Health Education Content Standards (2008).								
<i>Nutrition Education Competency 1:</i> Students will know the relationships among nutrition, physiology, and enhancing health.								
a. Know the six nutrient groups and their functions.								
– Identify nutrients and their relationships to health.* (1.2.N)		•	•	•	•			
– Analyze the nutritional value of foods and beverages.* (1.6.N)	•		•	•	•			•
– Name the key nutrients in each food group and investigate how the body uses these nutrients.		•		•				
b. Know nutrition and health guidelines.								
– Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.* (1.9.N)	•		•	•	•	•	•	•
– Analyze the major nutritional benefits of specific plant and animal food products.		•		•	•			
c. Know factors affecting energy balance.								
– Analyze the caloric value of foods and beverages.* (1.6.N)		•	•	•	•		•	•
– Recognize that different foods contain different amounts of energy which is in the form of Calories.		•	•	•				
– Identify ways to increase daily physical activity.* (1.14.N)						•	•	•
e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients								

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– Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.* (1.7.N)		•	•	•	•			
f. Explain the influence of nutrition and physical activity on health.								
– Describe the short- and long-term impact of nutritional choices on health.* (1.1.N)	•	•	•	•	•	•	•	•
– Analyze the cognitive and physical benefits of eating breakfast daily.* (1.11.N)	•			•				•
g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.								
– Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.* (1.8.N)			•	•	•			•
<i>Nutrition Education Competency 2:</i> Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.								
– Describe the influence of culture and media on body image.* (2.1.N)	•						•	•
– Evaluate internal and external influences on food choices.* (2.1.N)	•	•	•	•	•		•	•
– Compare experiences of making nutritious food choices within a variety of social settings.			•		•		•	•
– Illustrate how food choices from different cultures meet nutrient needs.			•					
– Identify how emotions influence food choices, and how food choices may affect emotions.	•	•	•	•	•		•	•

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*This competency is listed in California’s Health Education Content Standards (2008).								
– 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.	•	•	•	•	•	•	•	•
<i>Nutrition Education Competency 3:</i> 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)		•			•		•	•
– Describe how to access nutrition information about foods offered in restaurants in one’s community.* (3.3.N)			•					
– Identify places where youths and families can be physically active.* (3.4.N)					•			
– Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.* (3.5.N)			•		•		•	•
<i>Nutrition Education Competency 4:</i> 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)				•	•			•
<i>Nutrition Education Competency 5:</i> Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.								

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*This competency is listed in California’s Health Education Content Standards (2008).								
– Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.* (5.1.N)		•		•	•			•
– Identify recreational activities that increase physical activity. * (5.2.N)						•		•
– Contrast healthy and risky approaches to weight management.* (5.3.N)	•		•	•	•	•	•	•
<i>Nutrition Education Competency 6:</i> 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)			•	•	•	•	•	•
<i>Nutrition Education Competency 7:</i> 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)			•	•	•		•	•
<i>Nutrition Education Competency 8:</i> Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.								
– Encourage nutrient-dense food choices in school.* (8.1.N)					•			
– Evaluate various approaches to maintaining a healthy weight.			•				•	•
– Support increased opportunities for physical activity at school and in the community.* (8.2.N)						•		•
– Encourage peers to eat healthy foods and to be physically active.* (8.3.N)			•			•	•	•