

**Nutrition and Wellness 1**

The quality of food choices impacts physical, emotional, and social health on a daily basis. The choices made today will affect life expectancy, reproductive health, and risk factors for diseases. The ability to competently plan strategies for choosing, acquiring, preparing, and storing foods will affect overall health and wellness.

**Standard 1: Advocate a Healthy Lifestyle**

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary and fitness guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding fitness and food/beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.

Intermediate Benchmarks	Indicators	Classroom Activities/Instruction	Assessments
A. Recognize social and cultural factors that influence healthy lifestyle choices.	1. Determine the impact of advertising/media, peer pressure, vending, cafeterias, convenience and fast food on lifestyle	Video—breakfast most important meal of the day	Pretest
	2. Demonstrate beginning experiences in a few untraditional sport/exercise activities.	Cooking Lab	Performance Assessment
		Group Presentation – Body Image and the Media	Presentation Rubric/Peer Grading
B. Use problem-solving to ensure an over-all healthy body	1. Explain how <a href="http://MyPyramid.gov">MyPyramid.gov</a> guides healthy food choices. 3. Determine how exercise habits may promote healthy weight 4. Examine situations and behaviors that can promote poor health outcomes (tobacco use, substance abuse, violence and risk taking, environmental factors and sexual behavior)	<a href="http://MyPyramid.gov">MyPyramid.gov</a> . Student food diary & computer analysis of activities (4 days)  Exercise Lab Values Clarification Activity Power Point Signs of Suicide Prevention (School Counselor)	Written interpretation of the computer-generated data.  Exercise Log for a 3 week time period  Participation in Group Activity  Student depression screening tool

<b>Standard 1: Advocate a Healthy Lifestyle</b>			
Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary and fitness guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding fitness and food/beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.			
<b>Intermediate Benchmarks</b>	<b>Indicators</b>	<b>Classroom Activities/Instruction</b>	<b>Assessments</b>
E. Determine nutrition information to guide food choices for a healthy lifestyle	<ol style="list-style-type: none"> <li>1. Explore reliable sources of nutrition and exercise information (food labels, nutrition and diet information, popular magazines, advertisement, peer and family information websites, and fitness centers.</li> <li>2. Evaluate the components of the USDA Nutrition Fact Label for information on the nutritive value of packaged food.</li> <li>3. Evaluate the uses and dangers of supplements and steroid use</li> </ol>	Vegetarian Research project Vegetarian PPT & video  Nutrition Labeling research project  Evaluate organic vs. non-organic  Evaluate nutrition facts labels & categorize foods based on nutritive value.  PowerPoint  Debate your supplement, steroid or vitamin.	Written assignment -  Mid-term exam   Final exam assessment  Compute nutrient components (fat, sugars, protein, serving sizes, calories).  Final exam assessment  Quiz & paragraph why they will/will not use the supplement
G. Evaluate the link between physical activity, sleep and healthy lifestyle	<ol style="list-style-type: none"> <li>1. Determine the health benefits of physical activity and sleep.</li> <li>2. Explain energy balance as it influences body weight and relates to obesity.</li> </ol>	Weekly log  Energy / Balance Activity (FitDay.com, DineHealthy or MyPyramid)  Determine basal metabolic rate	Personal reflection/interpreting data  Performance Assessment  Self-assessment: calculation of BMR, BMI, calories burned per activity,

**Standard 1: Advocate a Healthy Lifestyle**

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary and fitness guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding fitness and food/beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.

<b>Intermediate Benchmarks</b>	<b>Indicators</b>	<b>Classroom Activities/Instruction</b>	<b>Assessments</b>
	3. Interpret the impact of eating behavior and physical activity on short- and long-term health.	(Harris Benedict equation), -web quest - body mass index, fat composition, blood pressure, and other health related data  Interview any adult – using the information learned about the link between physical activity, sleep & lifestyle -	heart-rate monitoring and pedometer readings.  Report findings of links between life-choices and health

<b>Standard 6: Ensure Food &amp; Fitness Safety</b>			
Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. Students will master the skills required to safely prepare and store food, reducing the risk of food-borne illness. Students will evaluate the impact of consumer choices on the environment and the global community. Students will become aware of the potential risks and benefits of sporting and fitness activities throughout the life cycle.			
<b>Intermediate Benchmarks</b>	<b>Indicators</b>	<b>Classroom Activities/Instruction</b>	<b>Assessments</b>
A. Demonstrate safe food handling practices related to food-borne pathogens.	2. Model personal hygiene behaviors* to prevent food-borne pathogens (Indicators 2a-d)	Cooking Lab  *review personal hygiene	Performance Assessment Lab
	3. Model safe kitchen behaviors to avoid food-borne pathogens (Indicators 3a-i)	Video & PPT on safe practices in the kitchen	Mid-term & final exams
	4. Demonstrate kitchen sanitation when handling food, to prevent cross-contamination and food-borne pathogens (indicate 4 a-f)		Performance Assessment Lab
	8. Assess the safety of food preparation methods using proper food handling techniques (Indicator 8a-j)	Cooking Lab	Performance Assessment Lab
B. Demonstrate safe exercise and fitness practices.	* Model proper approach to fitness activities with warm-up, enjoyment, challenge and cool-down.	Demonstration and lab Demonstrates proficient basic skills necessary to perform the activity	Performance Assessment Lab Observation Checklists: weight room, golf
	* Model safe practices in the weight room facility.	Demonstration of proper spotting techniques.	Performance Assessment Lab Observation

<b>Standard 7: Manage a Life Plan</b>			
Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to their development stage. Students also develop an understanding of the causes and implications of all types of stress and will build their capacity to address and cope with change.			
<b>Benchmarks</b>	<b>Indicators</b>	<b>Classroom Activities/Instruction</b>	<b>Assessments</b>
<b>Introductory Benchmark</b> A. Examine values and resources that support lifestyle goals.	1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs.	Set short and long-term goals in each area.	Develop a plan to achieve goals & evaluate
	3. Create plans that use resources in reaching lifestyle goals including skills, education, community and financial areas.	Goal/Value clarification activities	Self-evaluation
<b>Intermediate Benchmark</b> C. Develop a plan to reduce and manage stress	1. Interpret factors that contribute to stress. 3. Illustrate steps to reduce stress including: healthy and unhealthy ways to deal with stress and comparing coping strategies.	Depression PPT & online screening and web-search for resources  Identify stressors – differentiate internal and external stressors  Stress Activity Lab: 6 station set-up of differing activities with stressors	Online assessment  Stress test - online activity/ paper-assessment  Stress dot coloring interpretation