

# Nutrition and Wellness: Grades 9, 10, 11, 12

Adopted 2008

## Nutrition, Wellness, and You

### 1.1 Define terms related to nutrition and wellness

1. Demonstrate knowledge of nutrition and wellness terms using correct context [1.1.1](#)
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### 1.2 Identify the aspects of wellness<ol type="1"><li>emotional</li><li>physical</li><li>psychological</li><li>social</li></ol>

1. Analyze the importance of each aspect of wellness [1.2.1](#)
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### 1.3 Evaluate the effect of lifestyle choices on wellness

1. Identify lifestyle choices of teens [1.3.1](#)
  2. Compare and contrast the choices made by teens [1.3.2](#)
  3. Chart lifestyle choices that contribute to disease [1.3.3](#)
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### 1.4 Examine wellness as a choice

1. Demonstrate wellness as a personal choice [1.4.1](#)
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### 1.5 List the steps of the decision-making process in order<ol type="1"><li>Identify the decision to be made</li><li>Identify available resources and possible options</li><li>Weigh pros and cons of each option</li><li>Select the best option</li><li>Act on the decision</li><li>Evaluate the results of the decision</li></ol>

1. Apply the steps of the decision-making process to achieve a wellness goal [1.5.1](#)
  2. Develop an FCCLA Power of One project: A Better You Module [1.5.2](#)
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### 1.6 Compare the impact of cultural, emotional, psychological, and social influences on food choices

1. Describe how culture influences food choices [1.6.1](#)
2. Examine the effect of emotions on food selections [1.6.2](#)
3. Identify ways family, friends, and society influence nutritional habits [1.6.3](#)

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**1.7 Examine the development of regional foods from available global and local food supplies**

1. Associate foods with correct regions [1.7.1](#)
  2. Classify factors contributing to foods becoming regional favorites [1.7.2](#)
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**1.8 Identify ways global food choices are affected by supply, production, and distribution worldwide**

1. Describe how changes in national and international food production and distribution systems affect the food supply [1.8.1](#)
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**1.9 Research government agencies' guidelines for health claims concerning wellness issues**

1. Differentiate the function of the Food and Drug Administration (FDA), US Department of Agriculture (USDA), and Environmental Protection Agency (EPA) [1.9.1](#)
  2. Separate the responsibilities of government agencies and consumers in protecting the food supply [1.9.2](#)
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**1.10 Summarize the roles of food industry, technology and government in food choices**

1. Examine legislation and regulations related to nutrition and wellness issues [1.10.1](#)
  2. Determine how availability and selection is influenced by technology [1.10.2](#)
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**The Nutrition Health Connection****2.1 Define terms related to the nutrition health connection**

1. Demonstrate knowledge of nutrition and wellness terms using correct context [2.1.1](#)
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**2.2 List the six nutrients:**

- Carbohydrates
- Proteins
- Fats
- Vitamins
- Minerals
- Water

1. Create a mnemonic device/graphic organizer for the nutrients [2.2.1](#)
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**2.3 Describe the role of carbohydrates on health, appearance, and peak performance**

1. Chart the relationship of sugars, starches, and fiber to dental health, hyperactivity, diabetes, hypoglycemia, lactose intolerance, sugar addiction, and weight [2.3.1](#)
2. Categorize food sources as simple or complex carbohydrates [2.3.2](#)

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## **2.4 Describe the role of protein in health, appearance, and peak performance**

1. Identify essential and non essential amino acids [2.4.1](#)
2. Categorize food sources as complete or incomplete protein [2.4.2](#)
3. Analyze and calculate daily protein needs in calories and grams using a kitchen calculator [2.4.3](#)
4. Examine vegetarianism as a dietary choice [2.4.4](#)
5. Describe the consequences of protein deficiencies/excesses [2.4.5](#)
6. Demonstrate the use of a food dehydrator and food slicer to prepare high protein snacks [2.4.6](#)

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## **2.5 Describe the role of fats in health, appearance, and peak performance**

1. Analyze the connection between fats and health issues: cholesterol, heart disease, hypertension, obesity, cancer, and diabetes [2.5.1](#)
2. Categorize food sources as saturated, unsaturated, and trans fatty acids [2.5.2](#)
3. Analyze and calculate daily fat needs in calories and grams using a kitchen calculator [2.5.3](#)
4. Demonstrate the use of a rotisserie, grill, or wok to reduce the fat in foods [2.5.4](#)

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## **2.6 Describe the role of vitamins in health, appearance, and peak performance**

1. Chart deficiencies/excesses of vitamins (conditions, symptoms, causes, etc.) [2.6.1](#)
2. Assess the need for vitamin supplements [2.6.2](#)
3. Research functions and sources of antioxidants and phytochemicals [2.6.3](#)
4. Demonstrate the use of a juicer to prepare a vitamin-rich beverage [2.6.4](#)

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## **2.7 Describe the role of minerals in health, appearance, and peak performance**

1. Chart the deficiencies/excesses of macrominerals and microminerals [2.7.1](#)
2. Assess the need for mineral supplements [2.7.2](#)
3. Demonstrate the use of a blender/smoothie machine to prepare a calcium rich beverage [2.7.3](#)

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## **2.8 Describe the role of water in health, appearance, and peak performance**

1. Compile nutritional information from various brands of bottled water and compare to tap water [2.8.1](#)
  2. Determine water loss/replacement needs during physical activity [2.8.2](#)
  3. Explain the dangers of dehydration to the body [2.8.3](#)
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## **Nutrition: Take it Personally!**

### **3.1 Define terms related to the personal aspects of nutrition**

1. Demonstrate knowledge of nutrition and wellness terms using correct context [3.1.1](#)
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### **3.2 Describe the Dietary Guidelines for Americans and MyPyramid**

1. Describe personal nutrition needs according to MyPyramid.gov [3.2.1](#)
  2. Create and analyze a meal plan according to the Dietary Guidelines for Americans and MyPyramid [3.2.2](#)
  3. Critique daily food intake for prevention of potential health problems [3.2.3](#)
  4. Demonstrate use of crepe maker, grill, and/or quesadilla maker to prepare healthier foods [3.2.4](#)
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### **3.3 Identify reliable sources of food and nutrition information**

1. Analyze information on food labels [3.3.1](#)
  2. Critique health claims related to nutrition and wellness [3.3.2](#)
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### **3.4 Examine the relationship of nutrition and wellness to individual and family health throughout the life cycle**

1. Distinguish nutrient needs/concerns during pregnancy, lactation, infancy, toddlerhood, childhood, adolescence, adulthood, older adults, illness and special diets [3.4.1](#)
  2. Design a menu plan for special dietary needs [3.4.2](#)
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### **3.5 Identify possible food drug interactions**

1. Research cases of food drug interactions [3.5.1](#)
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### **3.6 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness**

1. Differentiate between safe and unsafe weight loss practices [3.6.1](#)
  2. Illustrate characteristics/causes of eating disorders with risks to teens and athletes [3.6.2](#)
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### **3.7 Describe food preparation techniques to conserve essential nutrients**

1. Demonstrate food preparation techniques to conserve essential nutrients [3.7.1](#)
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### **3.8 Determine how science and technology impact nutrient content of foods**

1. Research the effects of irradiation, food additives, genetic engineering, and other recent technological advances on nutrition [3.8.1](#)
  2. Assess how science and technology impact nutrition and wellness through the processing and product development of foods [3.8.2](#)
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### **3.9 Identify careers related to nutrition**

1. Research careers related to nutrition [3.9.1](#)
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## Your Active Lifestyle

### 4.1 Define terms related to physical fitness

1. Demonstrate knowledge of nutrition and wellness terms using correct context 4.1.1
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### 4.2 Explain the six components of physical fitness

- Body composition
- Cardio-respiratory endurance
- Coordination and balance
- Flexibility
- Muscular endurance
- Muscular strength

1. Design a visual of the six components of physical fitness 4.2.1
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### 4.3 Describe how physical activity promotes fitness

1. Participate in a variety of fitness tests 4.3.1
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### 4.4 Identify different types of physical activity as aerobic or anaerobic

1. Differentiate the benefits of aerobic and anaerobic activities for the body 4.4.1
  2. Calculate individual target heart rate 4.4.2
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### 4.5 Describe excuses people give for being sedentary

1. Propose solutions to obstacles which prevent active living 4.5.1
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### 4.6 Describe factors to consider when choosing physical activities

1. Analyze appropriate physical activities for individuals 4.6.1
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### 4.7 Summarize ways to fit physical activity into daily life

1. Compile a list of individual activities, exercise classes, or team sports 4.7.1
  2. Develop and implement a personal plan for physical activity using the F.I.T. formula (Frequency, Intensity, and Time) 4.7.2
  3. Use a pedometer to compute/calculate average steps walked daily 4.7.3
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### 4.8 Identify ways to keep physical activity safe and healthy

1. Investigate ways to prevent injuries and check progress 4.8.1
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### 4.9 Describe how physical activity affects nutrient needs

1. Plan menus that help fuel the body before competition using MyPyramid.gov 4.9.1
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### 4.10 Discuss food and beverage strategies for peak performance

1. Predict effects of different beverages and foods on energy levels and body performance 4.10.1
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### 4.11 Distinguish between sports nutrition facts and myths

1. Chart effects of anabolic steroids and other supplements on current and future health 4.11.1

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**4.12 Explain why suggested body weight varies for individuals**

1. Determine suggested body weight for individuals [4.12.1](#)
2. Compare and contrast methods of measuring body composition including: BMI, bioelectrical impedance, skin fold test, and hydrostatic weighing [4.12.2](#)
3. Utilize the body fat analyzer to determine body composition [4.12.3](#)

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**4.13 Describe healthy ways to achieve and maintain appropriate body weight**

1. Analyze healthy weight loss and weight gain strategies [4.13.1](#)

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**4.14 Identify careers related to exercise and fitness**

1. Research careers related to exercise and fitness [4.14.1](#)