

## Middle School—Healthy Lifestyles

Career Cluster	Education and Training
Course Code	19000
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Hospitality & Tourism Cluster Endorsement; Family and Consumer Sciences
Resources	

### Course Description:

Middle school students are exploring many areas of life. A healthy lifestyle is essential to emotional, physical, social and mental well-being. A healthy lifestyle requires knowledge and skills to make good food decisions, incorporate physical activity, and understand current issues.

### Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human

Development. Healthy Lifestyle provides a foundation for lifelong wellness and preparation for courses in the Education and Training cluster.

**Course Standards**

**Indicator # NW 1 Investigate careers in the nutrition and wellness industry.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Skill/ Concept, Level 2	<p>NW 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Develop a visual on different occupations in the nutrition and wellness industry (For example: infographic, picto chart, etc.)</li> <li>• Group presentation on a careers in the nutrition and wellness cluster. These presentations should include information on knowledge and skills, job responsibilities and duties, work environment, education needed and job outlook, salary, etc.</li> </ul>	

**Notes:**

**Indicator # NW 2 Explain the components of individual and family wellness.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Skill/ Concept, Level 2	<p>NW 2.1 Describe how food choice decisions affect personal and family wellness.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Explore current dietary guidelines.</li> <li>• Compare and contrast food choices that support or detract from a healthy lifestyle.</li> </ul>	

	<ul style="list-style-type: none"><li>• Survey classmates on the impact of vending, fast/convenience foods on their food choices.</li></ul>	
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Skill/ Concept, Level 2	<p>NW 2.2 Investigate the relationships between physical activity and a healthy lifestyle.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Determine the amount and types of activities needed to expend calories consumed.</li> <li>• Describe how lifestyle choices affect eating and wellness habits.</li> <li>• Compare and contrast your current lifestyle habits with recommended dietary and fitness goals.</li> </ul>	
Recall, Level 1	<p>NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Develop a chart depicting nutrients and their functions</li> <li>• Create a skit or digital representation to portray a nutrient and its function</li> <li>• Plan a day's diet including the six main classes of nutrients</li> </ul>	
Skill/ Concept, Level 2	<p>NW 2.4 Describe factors contributing to nutrition-related diseases and disorders.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Prepare a public service announcement on obesity-related illnesses</li> <li>• Complete a body image project related to eating disorders (such as binge eating, anorexia nervosa, bulimia, etc.)</li> </ul>	

**Notes:**

**Indicator # NW 3      Apply food safety and sanitation practices.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Strategic Thinking, Level 3	<p>NW 3.1 Explain common practices that promote safe and sanitary food conditions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Plan and present skits comparing and contrasting safe and unsafe food safety and sanitation.</li> <li>• Create a public service announcement promoting safety and sanitation.</li> <li>• Demonstrate safe food handling and kitchen safety in a foods lab situation.</li> <li>• Develop a teaching tool for safe and proper use of food laboratory equipment.</li> </ul>	

**Notes:**