

***CTE Standards Unpacking
Middle School—Healthy Lifestyles***

Course: Middle School—Healthy Lifestyles

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.

Career Cluster: Education and Training

Prerequisites: None

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.

INDICATOR #NW 1: Investigate careers in the nutrition and wellness industry.

SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Explore knowledge and skills needed for careers in nutrition and wellness related occupations.

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Job vs career	There are a wide variety of careers available in the nutrition and wellness industry.	Interview professionals from in the nutrition and wellness industry.
Employability/soft skills		
Career outlook (What careers are available? Will be needed?)	Professionals need career knowledge and employability skills for success.	Observe careers through guest speakers and field trips
		Classify various careers related to nutrition and wellness

Benchmarks

Students will be assessed on their ability to:

- Identify various careers in nutrition and wellness
- Investigate careers fields through guest speakers and field trips.
- Describe the knowledge and skills needed for careers in nutrition and wellness.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:

*RI.6-8: Indicators 1-5

2. ELA Writing Standards:

*W. 6-8: Indicators 1- 9

3. ELA Speaking and Listening Standards:

*SL. 6-8: Indicators 1-6

http://doe.sd.gov/octe/documents/ccELA_612.pdf

Sample Performance Task Aligned to the Academic Standard(s):

*Develop a visual on different occupations in the nutrition and wellness industry (For example: infographic, picto chart, etc.)

*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.

*Research paper or multi-media presentation/project :
 -career fields
 -skills needed for nutrition and wellness

*Compare/contrast paper or presentation career possibilities

*Works cited page and in-text citations for all informational writing

*Narrative of personal reflections on career exploration and choices

*Day in the life of a certain career-narrative

*Create a PSA/commerical related to career pathways

INDICATOR #NW 2: Explain the components of individual and family wellness.

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Describe how food choice decisions affect personal and family wellness.

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Investigate the relationships between physical activity and a healthy lifestyle.

SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Identify the six main nutrients and their relationship to a healthy lifestyle.

SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Describe factors contributing to nutrition-related diseases and disorders.

Knowledge (Factual):

Nutrition Guidelines and 6 main nutrient information:

- USDA Dietary Guidelines
- Academy of Nutrition & Dietetics.

Eating Disorders Information:

- National Institute of Mental Health (NIMH)
- National Eating Disorders Association

Physical activity guidelines:

- American Heart Association
- Federal Fitness Campaigns

Understand (Conceptual):

The six main nutrients influence health and wellness.

Understanding and implementing healthy eating and exercise habits leads to a healthy overall lifestyle.

Dietary and fitness guidelines help guide health and wellness.

Eating disorders vary in their symptoms and treatments and affect overall mental and physical health.

Skills (Application):

Assess your current diet

Explain how food choices affect overall health and well being

Chart physical activity and diet

Reflect on personal wellness goals

Identify personal improvements to diet and exercise plan

List the six main nutrients and explain their effect on wellness.

Explain the differences in eating disorders and the effects on health and wellness.

Benchmarks

Students will be assessed on their ability to:

- Investigate current dietary guidelines.
- Compare and contrast food choices that support or detract from a healthy lifestyle.
- Describe how lifestyle choices affect eating and wellness habits.
- Canvas personal lifestyle habits and fitness goals.

- Describe how the the six main nutrients contribute to health and wellness.
- Develop a diet plan that meets current dietary guidelines.
- Define the different types of eating disorders and the effects on overall health.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

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Sample Performance Task Aligned to the Academic Standard(s):

- Survey classmates on the impact of vending, fast-food and convenience foods on their personal food choices, record and report results
- Self-reflection on food choices
- compare/contrast paper or presentation on food choices and how it impacts lifestyle
- Research paper or multi-media presentation/project :
 - healthy eating
 - nutritional/dietary guidelines
 - food choices
 - nutrients and functions
 - eating disorders
- Journal about food choices for a week and reflect on results
- Personal narrative on food choices
- PSA/presentation on obesity related health issues
- Long term project creating health and wellness goals, implementing goals, reflecting on goals and achievement

INDICATOR #NW 3: Apply food safety and sanitation practices.

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Explain common practices that promote safe and sanitary food conditions.

Knowledge (Factual):

Understand (Conceptual):

Skills (Application):

<p>Knife safety Sanitation & Foodborne illness - Learning Zone Express learning resources</p> <p>Proper kitchen tool usage</p> <p>Food safety and "Inspection" agencies such as USDA, CDC, Dept. of Agriculture, etc</p> <p>Common food borne illnesses</p>	<p>The proper use of kitchen equipment is critical to safe food handling practices.</p> <p>Proper food preparation techniques prevent foodborne illness.</p>	<p>Identify proper and safe kitchen tool use.</p> <p>Explain the reasons for sanitation practices.</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Demonstrate a safe food handling and kitchen safety in a foods lab situation. 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <ol style="list-style-type: none"> 1. ELA Reading Standards for Informational Text: *RI.6-8: Indicators 1-5 2. ELA Writing Standards: *W. 6-8: Indicators 1- 9 3. ELA Speaking and Listening Standards: *SL. 6-8: Indicators 1-6 <p>http://doe.sd.gov/octe/documents/ccELA 612.pdf</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <ul style="list-style-type: none"> -Create and present live skit comparing/contrasting safe vs unsafe food safety and sanitation -create/present PSA on safe food handling and kitchen safety -Research paper or multi-media presentation/project : <ul style="list-style-type: none"> -safe food handling -kitchen safety -parody of “Kitchen Nightmares” TV show 	



Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

Utah Education Network

Myplate.gov

Learning zone videos food safety and kitchen safety

<https://www.nutrition.gov/>

<https://www.nationaleatingdisorders.org/>