

Nutrition and Wellness 19253

Rationale Statement:

According to the Center for Disease Control and Prevention, 23% of South Dakota high-school students are overweight or at risk of becoming overweight. Nationally, “obesity rates continue to rise in the United States. Since 1980, being overweight has doubled for children and tripled for adolescents. Being overweight puts children and teenagers at greater risk for developing type 2 diabetes, risk factors for heart disease at an earlier age, and other health conditions including asthma, sleep apnea, and decreased self esteem” (National Conference of State Legislatures – Childhood Obesity Update – 2005). Nutrition and Wellness course is designed to help students develop eating behaviors that will have a positive affect on their current and future lifestyles.

Suggested Grade Level: 10, 11, 12th Grade

Course Topics

- Nutrition and wellness of individuals and families
- Food safety and sanitation
- Nutrition from production to consumption

| Indicator #1: Analyze factors that influence nutrition and wellness of individuals and families. | |
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| Revised Bloom’s Taxonomy | Standard and Examples |
| Analyze | <p>NW 1.1 Apply dietary guidelines to meet nutrition and wellness needs.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Develop learning centers for each of the dietary guidelines. • Create a concept map illustrating the use of dietary guidelines to meet various needs. • Examine case studies to determine possible connections between food choices and nutrition and wellness. • Develop a personal nutrition and wellness plan based on dietary guidelines. |
| Apply | <p>NW 1.2 Determine the effects of nutrients on health, appearance, and peak performance.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Compose a newspaper editorial describing the effects of nutrition on health, appearance, and peak performances. • Examine diets to predict the possible effects of deficiencies/excesses of various nutrients. • Evaluate diets with on-line dietary analysis programs. |

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| | <ul style="list-style-type: none"> • Prepare a chart comparing nutrients' functions and sources. |
| Remember | <p>NW 1.3 Describe the effect of physical activity on health, appearance, and peak performance.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Develop a personal fitness plan. • Use on-line physical activity calculators to determine calorie needs. • Analyze calories in foods using fat/protein/carbohydrate content information. • Interview a personal trainer for fitness advice and report information. |
| Indicator #2: Evaluate factors that affect food safety. | |
| Create | <p>NW 2.1 Apply practices to promote safe food handling.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Create a presentation describing safe food handling practices. • Demonstrate how germs/bacteria spread (example, Glo-Germ). • Role-play safe and unsafe food handling. • Examine and discuss SD State Health Inspection forms. |
| Analyze | <p>NW 2.2 Describe food borne illness that cause health issues.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Review case studies to diagnose types and causes of food-borne illnesses. • Perform a bacteria culture experiment. • Research and share current events involving food-borne illness. • Develop a “wanted” poster depicting common food-borne pathogens and illnesses. |
| Indicator #3: Evaluate nutrition from production to consumption. | |
| Apply | <p>NW 3.1 Explain how the steps in the food-processing system affect nutritional content.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Interview personnel in food-processing careers and present information. • Research and share current events involving food-processing issues. • Use a concept map to trace the production steps of common snack foods. • Compare and contrast organic foods with processed foods for nutritional and additive content. |
| Evaluate | <p>NW 3.2 Evaluate how resources affect nutritional decisions and planning.</p> |

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| | <p><i>Example:</i></p> <ul style="list-style-type: none"> • Create a “Wellness Show” that showcases wellness requirements for a variety of individuals. • Develop a wellness plan for school and community and compare it to the current school or community plan. • Use case studies to plan nutritional meals for different income levels and/or family lifestyles. • Compare and contrast the costs of “green” foods versus processed foods. • Prepare brochures giving advice on managing time and energy when planning family meals. |
| Apply | <p>NW 3.3 Evaluate how food preparation techniques affect nutrition.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Participate in food preparation labs. • Visit a local grocery store to select food for case studies incorporating several limitations (time, money, preparation requirements, nutrition requirements, etc.). • Compare and contrast ready-to-serve foods with foods prepared from scratch for nutritional content. • Select and prepare foods for various dietary restrictions. |