



EVERETT PUBLIC SCHOOLS NUTRITION AND WELLNESS

Course: NUTRITION AND WELLNESS		Total Framework Hours: 90
CIP Code: 190501	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 03.2020
Career Cluster: HEALTH SCIENCE		Cluster Pathway: HEALTH SCIENCE

Industry Recognized Certificates:

List possible certificates students can earn in the course

Work-Based Learning:

List WBL opportunities provided in the course

Course Information:

This course will stress the need for a sound nutritious eating plan and daily physical activity throughout the life span. A focus will be on how decisions that are made in the present can affect an individual's health and wellness throughout various stages of the life cycle. Essential nutrients will be examined for understanding of the need for optimal human body functioning and optimal health for the whole population including special populations. Students will learn how to plan and prepare meals to meet essential nutrient in energy requirements for the whole population.

Unit Outline:

Unit 1: Food Habits and Wellness

Unit 2: Food Safety and Sanitation Practices

Unit 3: Essential Nutrients and Digestion

Unit 4: Healthy Meal Planning and Food Preparation

Unit 5: Meeting Nutritional Needs for Special Populations

Unit 6: Wellness Throughout the Life Cycle

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- Complete a personal wellness inventory self-assessment and set goals to maintain or improve wellness.
- Create a local community wellness promotion blog
- Analyze spiritual, cultural, and regional anchor foods and taboos and publish a newsletter describing the effect that a person's belief has on their nutritional choices
- Understand the importance of breaking bad habits (examples: not drinking enough water, skipping meals, and depending on supplements for nutrients)

Leadership Alignment:

Students will interact effectively with others and conduct themselves in a respectable, professional manner, knowing when it is the appropriate time to listen and when to speak to create a healthy breakfast tied to healthy balanced eating to illustrate what is needed to for a healthy start to the day, creating healthy food habits.

Students will communicate clearly through the creation of a breaking bad habits letter. Utilizing time management and workload effectively, synthesizing and making connections between information and arguments justifying the importance to several audiences as to why breaking bad habits is so vital to having optimal wellness.

Standards and Competencies

Unit: Food Habits and Wellness

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- 9.3.1 Analyze nutritional data
- 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle
- 9.4.1 Analyze nutritional needs of individuals
- 9.5.1 Analyze various factors that affect food preferences in the marketing of food
- 14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
- 14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 14.2.1 Evaluate the effect of nutrition on health, wellness and performance.

Aligned Washington State Learning Standards

Educational Technology	Empowered Learner 1.a. student articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.c. students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Digital Citizen 2.b. students engaged in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. Knowledge Constructor 3.a. students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
English Language Arts	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-Literacy.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Health and Physical Education	H1. W1. HS Analyze personal dimensions of health and design a plan to balance health H3. W4. HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services H5. W6. HS Predict potential short- and long-term outcomes of personal health-related decisions H3. N1. HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating H1. N5. HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- *Demonstrate kitchen procedures to ensure to a safe and clean environment*
- *Identify a variety of common kitchen safety protocols*
- *Pass a safety and sanitation test with 85% accuracy*

Leadership Alignment:

Students will work collaboratively with others to use systems of thinking to determine how ingredients interact with each other to produce an overall product based on mystery recipe ingredients and complete a cooking lab write up.

Students will work independently to monitor, define, prioritize and complete tasks without direct oversight to execute the mystery lab recipe and the accompanying cooking lab write up.

Students will be self-directed learners by committing to going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise through a Foodborne illness exploration project.

Standards and Competencies

Unit: Food Safety and Sanitation Practices

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention
- 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness
- 8.2.6 Demonstrate proper purchasing, receiving, storage and handling of both raw and prepared foods
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food product
- 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools
- 8.4.3 Analyze food, equipment, and supplies needed for menus
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment
- 9.2.1 Analyze factors that contribute to food borne illness
- 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.
- 14.4.2 Analyze safety and sanitation practices.
- 14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.
- 14.5.1 Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.
- 14.5.2 Analyze the effects of technologies advances on selection, preparation and home storage of food.

Aligned Washington State Learning Standards

Educational Technology	<p>Empowered Learner 1.a. student articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.c. students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Digital Citizen 2.b. students engaged in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Knowledge Constructor 3.a. students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>
Health and Physical Education	H2. W3. HS Analyze how a variety of factors impact personal and community health

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- Understand the six classes of essential nutrients and explain how the body uses them in a presentation
- Demonstrate their understanding of foods that supply essential nutrients for optimal body health and functioning through cooking labs
- Identify good fats vs. bad fats and how they can impact healthy body functioning and the body's level of High-Density Lipoproteins (HDL), Low Density Lipoproteins (LDL), and Triglycerides.
- Digestive System Lab
- Take a Stance on Biotechnology and world food supply needs research project

Leadership Alignment:

Students will access and evaluate basic health information and services through engaging in analyzing client scenario food patterns log assignment, using such information and services in ways to enhance health. Students will work effectively in diverse teams keeping the interests of the larger community in mind while completing healthy cooking labs following proper food handling and sanitation procedures.

Standards and Competencies

Unit: Essential Nutrients and Digestion

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and regions
- 9.3.2 Analyze nutritional data
- 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods
- 14.2.1 Evaluate the effect of nutrition on health, wellness and performance.
- 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- 14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
- 14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods.
- 14.5.3 *Analyze the effects of technological advances on selection, preparation and home storage of foods.*
- 14.5.4 *Analyze the effects of food science and technology on meeting nutritional needs.*

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	<p>Empowered Learner 1.a. student articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.c. students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Digital Citizen 2.b. students engaged in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Knowledge Constructor 3.a. students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>
English Language Arts	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
Health and Physical Education	<p>H1. N1. HS Predict impact of consuming adequate or inadequate amounts of nutrients</p> <p>H3. N1. HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating</p> <p>H5. N3. HS Cite evidence from nutrition fact labels useful for making informed and healthy choices</p> <p>H3. N3. HS Analyze trends in portion size as compared to recommended serving sizes</p> <p>H7. N4. HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner</p> <p>H1. N5. HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases</p>
Science	<p><u>HS-ESS3-1</u> Construct an explanation based on evidence for how the availability of natural resources, occurrences of natural hazards, and changes in climate have influenced human activity</p>

	HS-ETS1-1 Analyze major global challenges to specifically qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- Read food labels with accuracy
- Create a healthy meal plan for the family or specific individual
- Shop for healthy foods on a budget
- Complete an FCCLA Power of One project
- Identify recipes to create well balance diet and cookbook
- Demonstrate knowledge of meal planning through a variety of cooking labs

Leadership Alignment:

Students will work independently to monitor, define, prioritize and complete tasks without direct oversight, while acting responsibly to execute healthy cooking labs (breakfast, pack and go snacks, lunch, dinner, healthy desserts) with the interests of the larger community in mind.

Students will use creativity and innovation as well as technology to act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur through a team creation of a cookbook (FCCLA Power of One Project) based on healthy diet.

Students will access and/evaluate Information critically and competently to ensure accuracy in production of the cookbook.

Standards and Competencies

Unit: Healthy Meal Planning and Food Preparation

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- 8.5.11 Prepare breakfast meats, eggs, cereals and batter products using safe handling and professional preparation techniques
- 9.3.1 Analyze nutritional data
- 9.3.4 Assess the influence of socioeconomic and psychological facts on food and nutrition and behavior
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle
- 9.4.1 Analyze nutritional needs of individuals
- 9.5.1 Analyze various factors that affect food preferences in the marketing of food
- 9.5.2 Analyze data in statistical analysis in making development and marketing decisions
- 14.2.3 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

Aligned Washington State Learning Standards

Educational Technology

Empowered Learner

1.a. student articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.c. students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Digital Citizen

2.b. students engaged in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Knowledge Constructor

3.a. students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

English Language Arts

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Financial Education	9.SS Develop a plan for spending and saving 9.SS.7 Apply consumer skills to spending and saving decisions. Demonstrate how to use comparison shopping skills to buy or finance a major purchase.
Health and Physical Education	H1.W1. HS Analyze personal dimensions of health and design a plan to balance health H2. W3. HS Analyze how a variety of factors impact personal and community health H6. W7. HS Implement strategies to achieve a personal health goal H1. N1. HS Evaluate resources for accessing valid and reliable information, products, and services for health eating H8. N1. HS Collaborate with others to advocate for healthy eating at home, in school, or in the community H3. N3. HS Analyze trends in portion size as compared to recommended serving sizes
Mathematics	CCSS.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ and use rate language in the context of a ratio relationship.
Science	HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- Complete an Energy Balance Scenario Activity to show their understanding around energy needs for human body functioning
- Calculate Basal Metabolic Rate and daily calorie allowance for regular and special populations
- Students will evaluate food menus and make changes based on nutritional needs of specific populations
- Create a well-balanced diet and cookbook for a specific special population (i.e. healthy weight management, eating disorders, sports nutritional needs, diabetic, heart disease, digestive disorders, gluten sensitivity, kidney disease/failure, etc.)
- Demonstrate knowledge of meal planning for special populations through engaging in a variety of cooking labs and presentations

Leadership Alignment:

Students will work independently and collaboratively to prioritize, plan and manage work to achieve the intended result, completion of the special populations with dietary restrictions MyPlate assignment.

Students will collaborate and work creatively with others to complete the FCCLA STAR Event- Sports Nutrition to plan to meet a given athlete's nutritional needs.

Students will act responsibly with the interests of the larger community in mind when completing health cooking labs (grains, fruits, vegetables, protein, and dairy) for special populations with dietary restrictions.

Standards and Competencies

Unit: Meeting Nutritional Needs for Special Populations

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25

- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding various foods
- 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats and oils using safe handling and professional preparation techniques
- 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods
- 14.2.4 Analyze sources of food and diet fads, food addictions, and eating disorders on wellness.
- 14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

Aligned Washington State Learning Standards

Computer Science

3A-AP-22 Design and develop computational artifacts working in team roles using collaborative tools

Educational Technology

Empowered Learner

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English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	<p>H1. N1. HS Predict impact of consuming adequate or inadequate amounts of nutrients</p> <p>H3. N1. HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating</p> <p>H5. N3. HS Cite evidence from nutrition fact labels useful for making informed and healthy choices</p> <p>H7. N4. HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner</p> <p>H1. N5. HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases</p>
Mathematics	
Science	<u>HS-ETS1-3</u> Evaluate a solution to a complex real-world problem based on prioritizing criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts
Social Studies	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will be able to:

- Complete Ergonomic aids Research Project and present it to the class
- Hospital, Care Center, or Industry Field Trip: Set up a field trip to the local or regional hospital, care center, industries to visit careers specialists within the nutrition field.
- Create a Career Spotlight Profile for a Career within Nutrition through FCCLA STAR Event- Career Investigation

Leadership Alignment:

Students will guide and lead others using interpersonal and problem-solving skills to influence them toward a goal through creation of a public service announcement or the FCCLA STAR event, Instructional Video Design to teach others, ways to stay physically active, promoting wellness throughout their lifetime.

Students will commit to media literacy through engaging in the completion of these media created products.

Standards and Competencies

Unit: Wellness Throughout the Life Cycle

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- 9.3.1 Analyze nutritional data
- 9.3.4 Assess the influence of socioeconomic and psychological facts on food and nutrition and behavior
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle
- 9.4.1 Analyze nutritional needs of individuals
- 9.5.1 Analyze various factors that affect food preferences in the marketing of food

- 9.5.2 Analyze data in statistical analysis in making development and marketing decisions
- 14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
- 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

Aligned Washington State Learning Standards

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21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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