

Health I

Strand 5: Nutrition (N)

Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement, and decreased discipline and emotional problems. Students will learn how proper nutrition contributes to lifelong personal health and wellness.

Goal: Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

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| Standard HI.N.1 |
| Describe the function of the six basic nutrients and the impact on individual health. |
| Concepts and Skills to Master |
| <ul style="list-style-type: none"> • Students create nutrition guides based on sound practices and research. • Create a ladder foldable, organizer, or other format for the six nutrients with definitions and impact on individual health. |
| Critical Background Knowledge |
| Standard 6.N.1: Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity. |
| Related Standards: Current Grade Level |
| Standard HI.N.2: Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan. Science LS1.C Standard 8.3.2: Develop a model to describe how food is changed through chemical reactions to form new molecules that support growth and/or release energy as matter cycles through an organism. |
| Related Standards: Future Grade Level |
| Standard HII.N.1: Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings. |
| Standard HI.N.2 |
| Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan. |
| Concepts and Skills to Master |
| <ul style="list-style-type: none"> • Compare the dietary needs of teens vs adults, timeline of a lifespan and how nutritional and activity needs may change. • Create a personal meal plan based on energy needs and activity level. • Explain how water and nutrient dense foods affect ability to perform various activities (i.e. water affects mood, memory, joint lubrication). • Define nutrient density and compare the nutrient density of various foods. |
| Critical Background Knowledge |
| Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals. |
| Related Standards: Current Grade Level |
| Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence. Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health. |
| Related Standards: Future Grade Level |
| Standard HII.N.2: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. Standard HII.N.4: Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health. |
| Standard HI.N.3 |
| Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products. |
| Concepts and Skills to Master |

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- Using different ads on diets determine what the diet claims and what are the possible outcomes.
- Research projects on diets/exercise programs.
- Describe how metabolism is influenced by genetics, body composition and food environment.
- Identify how different supplements are used and how there are different area including foods that can help to solve problems. We are what we take into our bodies.
- Botvin LST Lessons

Critical Background Knowledge

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

Standard 6.N.5: Research food culture around the world and identify foods that are produced in different regions.

Related Standards: Current Grade Level

Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.

Related Standards: Future Grade Level

Standard III.N.3: Describe how family, peers, media, and day-to-day activities influence food choices.

Standard HI.N.4

Identify internal and external influences on body image.

Concepts and Skills to Master

- Analyze factors that influence eating (e.g., health conditions, internal influences, family, peers, cost, convenience, media, social, and cultural messages).
- Diagram: External vs. Internal: Students draw a picture of themselves. On one half of the page list/draw external influences and on the other half list/draw internal influences.

Critical Background Knowledge

Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.

Related Standards: Current Grade Level

Standard HI.HF.3a: Practice strategies (e.g., positive self-talk, service to others, developing talents and skills) to develop a positive self-image.

Standard HI.HF.3b: Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.

Related Standards: Future Grade Level

Standard III.N.6: Explain the effects of disordered eating and eating disorders on healthy growth and development.

Standard HI.N.5

Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.

Concepts and Skills to Master

- Define and understand the difference between disordered eating and eating disorders.
- Describe signs, symptoms and consequence including possible causes and the stigma of the disorders.
- Research community resources to support those with these conditions.

Critical Background Knowledge

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

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Related Standards: Current Grade Level

Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.

Related Standards: Future Grade Level

Standard HII.N.6: Explain the effects of disordered eating and eating disorders on healthy growth and development.

Academic Language

Advocate: Person who pleads or speaks on another person's behalf. Includes supporting, helping, seeking help, and standing up for self and others.

Appetite: A desire for food or drink, sometimes a specific food or drink; can be physical or psychological.

Basic Nutrients: Carbohydrates, proteins, fats, vitamins, minerals and water.

Body Image: An individual's perception of their physical self.

Caloric Expenditure: The amount of energy a person needs to carry out a physical function.

Caloric Intake: The amount of energy a person consumes.

Calorie: A unit of heat energy. Used to measure the energy content of food and activity.

Diet: The kinds of foods a person or community habitually eats.

Dietary Guidelines: Source for nutritional advice, written by USDA and HHS every five years. Similar guidelines are written by the American Heart Association, American Diabetes Association and National Cancer Institute. All are considered evidence-based documents.

Dietary Supplements: A manufactured product taken orally that contains one or more ingredients, such as vitamins, minerals, herbs or amino acids, that are intended to supplement one's diet that are not considered food.

Dieting: A special course of food intake in which a person restricts oneself in order to lose weight or for medical reasons.

Disordered Eating: A wide-range of abnormal eating behaviors. This is a descriptive term and not a diagnosis. Examples are: chronic yo-yo dieting, feeling of guilt and shame when unable to maintain food and exercise habits, preoccupation with food, body and exercise that causes distress and has a negative impact on quality of life; compulsive or emotionally driven eating.

Eating Disorder: A psychological disorder defined by abnormal eating habits that negatively affect a person's physical and/or mental health. Eating disorders include binge eating disorder, bulimia nervosa, and anorexia nervosa and have specific diagnostic criteria.

Eating Habits: Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's eating habits.

Fad Diet: A diet that promises quick weight loss or enhanced physical wellness through what is usually an unhealthy and unbalanced diet.

Food Behavior: How people choose, consume, sell, and buy food. People's actions toward food.

Food Culture: Practices, attitudes, and beliefs surrounding the consumption of food. **Food Environment:** The physical, social, economic, cultural, and political factors that impact the food within a community or region.

Food Groups: Foods that share similar nutritional properties such as fruits, vegetables, grains, proteins, and dairy.

Herbal Supplements: Herbal substances use plant or plant extracts, which can be eaten or applied to the skin, and may be used to treat illnesses or assist bodily functions. They are non-pharmaceuticals/non-medical substances. The lack of evidence, regulation, and quality control make it difficult to assess their effectiveness.

Media: Includes all print, online, social, radio and television media sources.

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Metabolism: A combination of processes that your body uses to convert food into energy. Metabolic rate is the rate in which your body converts food into energy. There are many different factors that affect metabolism: age, gender, body size, body temperature, hormones, pregnancy, food intake, body composition and activity level.

Nutrient Density: The proportion of nutrients in foods. Foods high in nutrients but relatively low in calories.

Nutrient: A substance that provides nourishment essential for growth and the maintenance for life.

Nutrition Facts Label: A label required on packaged food which may include: percent daily value, calories, serving size, nutrient information and added sugar.

Stigma: Negative attitudes and beliefs towards people. Stigmas can lead to discrimination, bullying, or not seeking help for health needs.

Assessment Exemplars

Students will be able to create a presentation, brochure, or poster to identify and explain the functions of the 6 basic nutrients, how they relate to an individual's overall health, and consequences of not consuming proper nutrients.