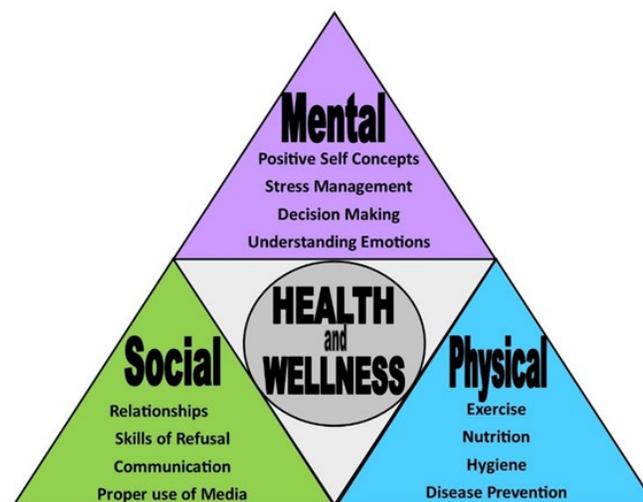


# Health II

## Strand 5: Nutrition

**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 health and wellness throughout their lifespan.

**Goal:** Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.



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.

## Health II Strand 5 Nutrition

<b>Standard HII.N.1</b>
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.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Create a meal plan that includes adequate serving sizes and nutrients.</li> <li>• Food journal/log and evaluate at end of period to determine areas of deficiency, strength, or excess. Reflect on results.</li> <li>• Explain food labeling and advertising terminology related to marketing and how it affects consumer choices.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.
<b>Related Standards: Current Grade Level</b>
Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends. Standard HII.N.2: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
<b>Standard HII.N.2</b>
Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Practice using an app or website to research nutrients and calories in common foods.</li> <li>• Determine their Basal Metabolic Rate (BMR) and body weight. Create an individual plan to meet personal needs.</li> <li>• Compare and contrast various measures for determining healthy body weight.</li> </ul>
<b>Critical Background Knowledge</b>
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.
<b>Related Standards: Current Grade Level</b>
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.
<b>Standard HII.N.3</b>
Describe how family, peers, media, and day-to-day activities influence food choices.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Identify the positive and negative trends on social media, television, print ads, etc. and what people are doing to meet those.</li> <li>• Journal food and activity and include what emotions or other influences may have led to food choices.</li> <li>• Discuss food culture and how food culture influences eating habits.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.
<b>Related Standards: Current Grade Level</b>

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Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.

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

### **Standard HII.N.4**

Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.

#### **Concepts and Skills to Master**

- Create a short-term and a long-term fitness and nutrition plan and recognize steps for lifelong nutrition.
- Use goal setting strategy to create a plan for a life-long nutrition program. Create a plan for each side of the health triangle.

#### **Critical Background Knowledge**

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.

#### **Related Standards: Current Grade Level**

Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.

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

### **Standard HII.N.5**

Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.

#### **Concepts and Skills to Master**

- Create a visual representation that shows how much caffeine and/or other harmful substances are in different energy drinks, dietary supplements, etc.
- Research fad diets and common supplements and evaluate the validity.

#### **Critical Background Knowledge**

Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.

#### **Related Standards: Current Grade Level**

Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.

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

### **Standard HII.N.6**

Explain the effects of disordered eating and eating disorders on healthy growth and development.

#### **Concepts and Skills to Master**

- Research and evaluate the dangers of disordered eating and eating disorders.
- Discuss the stigma around disordered eating and eating disorders.
- Research the negative effects eating disorders and disordered eating have on growth and development. Explain when medical care is necessary.

#### **Critical Background Knowledge**

Standard HI.N.4: Identify internal and external influences on body image.

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.

#### **Related Standards: Current Grade Level**

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Standard HII.MEH.3: Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.

Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.

### Standard HII.N.7

Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.

#### Concepts and Skills to Master

- Compare and contrast food models from different countries.
- Demonstrate knowledge of the diet in other countries or regions and how it is influenced by culture. Include the country's food guidelines.
- Discuss ways to be an advocate for enhanced nutritional options in the school and community (e.g., healthy options in vending machines, checkout lines, school meals, rewards).

#### Critical Background Knowledge

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

#### 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.

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**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.

**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 can create a healthy diet and exercise plan balancing caloric intake, nutritional needs, and proper water needs.

Students can write a grocery list and plan a week of healthy meals, including water.

Students will write a reflection comparing and contrasting food guide models from around the world. Students will recognize the cultural impact of the foods consumed in different regions, by different religions, and people. Students will reflect on their own food patterns and traditions.