

# Stephen-Argyle Central Nutrition Standards & Assessments

## Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 206-270

Grades 6-8

1.8.3 Analyze how the environment affects personal health.

1.8.6 Explain how appropriate health care can promote personal health.

Grades 9-12

1.12.3 Analyze how environment and personal health are interrelated.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

Assessment: Have students choose five areas of the body and identify appropriate health care for those areas. Students will also choose a region of the United States to research and create a jigsaw on the “Effects of Environment on Health,” highlighting the main health concerns in each of the regions in the U.S.

Score	Body Health Care Criteria	Environment Criteria
100	Student describes in detail 5 areas of the body and appropriate health care for each.	Student describes in detail at least 3 health concerns of the assigned region.
90	Student describes in detail 4 areas of the body and appropriate health care for each.	Student describes in detail 2 health concerns of the assigned region.
80	Student describes in detail 3 areas of the body and appropriate health care for each.	Student describes in detail 1 health concern and briefly mentions another of the assigned region.
70	Student describes in detail 1 or 2 areas of the body and appropriate health care for each.	Student only briefly describes 1 health concern of the assigned region.

## Standard 2

*Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs and perceived norms.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 2-64

Grades 6-8

2.8.6 Analyze the influence of technology on personal and family health.

2.8.1 Examine how the family influences the health of adolescents.

Grades 9-12

2.8.6 Analyze the influence of technology on personal and family health.

Assessment: Interview an adult (25 years or older) about their eating habits and how they have changed throughout their lives (middle school, high school, college, etc.). What are the reasons for the changes?

Score	Criteria
100	Student describes in detail at least 3 eating habits and their changes.
90	Student describes in detail 2 eating habits and their changes.
80	Student describes in detail 1 eating habit and its change.
70	Student mentions just one eating habit and vaguely describes its change.

### **Standard 3**

*Students will demonstrate the ability to access valid information, products, and services to enhance health.*

Rationale: Access to valid health information and health- promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 540-582

Grades: 6-8

3.8.3 Determine the accessibility of products that enhance health.

Grades: 9-12

3.12.5 Access valid and reliable health products and services.

Assessment: Split the class into groups of 3 or 4 and have each group pick a product that can be purchased at GNC. The group must create a promotional advertisement persuading consumers about the benefits of the product. The audience will determine whether they would buy or not.

<b>Score</b>	<b>Criteria</b>
<b>100</b>	<b>Group describes at least 3 benefits of the product. Group has a slogan or catch phrase.</b>
<b>90</b>	<b>Group describes at least 2 benefits of the product. Group has a slogan or catch phrase.</b>
<b>80</b>	<b>Group describes only 1 benefit of the product. Group has a slogan or catch phrase.</b>
<b>70</b>	<b>Group describes only 1 benefit of the product.</b>

## **Standard 4**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 132-186

Grades: 6-8

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Grades: 9-12

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

Assessment: Create a list of people (i.e. celebrities, teenagers, parents, businesspeople, etc.). Have each student draw one of the options. The scenario is that the student will be going out to a dinner with the person drawn. Determine what might be some logical topics of discussion? What are some do's and don'ts? How would you dress? Would you order a certain type of meal or avoid others? What will your body language say about you?

<b>Score</b>	<b>Criteria</b>
<b>100</b>	<b>Student describes at least 4 factors he/she would consider when going out to dinner.</b>
<b>90</b>	<b>Student describes 3 factors he/she would consider when going out to dinner.</b>
<b>80</b>	<b>Student describes 2 factors he/she would consider when going out to dinner.</b>
<b>70</b>	<b>Student describes 1 factor he/she would consider when going out to dinner.</b>

## Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 280-324

Grades: 6-8

5.8.7 Analyze the outcomes of a health-related decision.

Grades: 9-12

5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.

Assessment: Focus on beverage intake only. Have students keep a tally of what they see other students drinking throughout the school day. Collect nutrition fact labels from the empty containers. Analyze and chart the nutrition facts. Post the charts throughout the school for a week. The following week students should post a list of alternative options in the hallways.

Score	Nutrition Fact Label Criteria	Alternative Options Criteria
100	Chart contains at least 3 nutrition labels.	List contains at least 3 alternative options.
90	Chart contains 2 nutrition labels.	List contains 2 alternative options.
80	Chart contains 1 nutrition label.	List contains 2 alternative options.
70	Chart contains 1 nutrition label.	List contains 1 alternative option.

## Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

Rationale: Goal- setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 72-122

Grades: 6-8

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Grades: 9-12

6.12.4 Formulate an effective long-term personal health plan.

Assessment: Have students set weekly nutrition goals. For example, number of fruits during the week, number of vegetables per week, number of glasses/ounces of water per week, etc. Set one goal each week. Record progress. Compare to recommended weekly intake.

Score	Criteria
35	Student sets a nutrition goal and records progress for 7 days.
30	Student sets a nutrition goal and records progress for 6 days.
25	Student sets a nutrition goal and records progress for 5 days.
20	Student sets a nutrition goal and records progress for 4 days.
15	Student sets a nutrition goal and records progress for 3 days.
10	Student sets a nutrition goal and records progress for 2 days.
5	Student sets a nutrition goal and records progress for 1 day.

## **Standard 7**

*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 280-324

Grades: 6-8

Demonstrate behaviors to avoid or reduce health risks to self and others.

Grades: 9-12

Analyze the role of individual responsibility for enhancing health.

Assessment: Go to the grocery store with the class. Take pictures of the various food sections/aisles. Have students pick out what they believe is the healthiest item in each photo. Go back to the grocery store to compare the nutrition labels to see if students choice healthiest choices.

<b>Score</b>	<b>Criteria</b>
<b>3</b>	<b>Student participates fully and provides an oral explanation of their findings.</b>
<b>2</b>	<b>Student participates well but lacks an explanation of their findings.</b>
<b>1</b>	<b>Student participates only when required and lacks an explanation of their findings.</b>

## Standard 8

*Students will demonstrate the ability to advocate for personal, family, and community health.*

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Textbook: *Health & Wellness* (Meeks Heit, 2005) p. 340-392

Grades: 6-8

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

Grades: 9-12

Adapt health messages and communication techniques to a specific target audience.

Assessment: Have students record the food intake of a family member for one week. The student will then create a one-week nutrition plan for that particular family member to enhance his or her eating habits and follow it together.

Score	Recording Criteria	Score	Nutrition Plan Criteria
100	Student has record of 7 days of food intake.	100	Detailed Nutrition Plan for 7 days.
95	Student has record of 6 days of food intake.	95	Detailed Nutrition Plan for 6 days.
90	Student has record of 5 days of food intake.	90	Detailed Nutrition Plan for 5 days.
85	Student has record of 4 days of food intake.	85	Detailed Nutrition Plan for 4 days.
80	Student has record of 3 days of food intake.	80	Detailed Nutrition Plan for 3 days.
75	Student has record of 2 days of food intake.	75	Detailed Nutrition Plan for 2 days.
70	Student has record of 1 day of food intake.	70	Detailed Nutrition Plan for 1 day.