



# Sachem Health Education

## Nutrition Scope and Sequence

AIM/ESSENTIAL QUESTION	NYS STANDARDS	TEACHING STRETEGIES/ ASSIGNMENTS	CONTENT SPECIFIC VOCABULARY	SUMMARIZING STRATEGIES/ ASSESSMENTS
<i>What is the significance of a healthy diet?</i>	<b>Standard 1: Personal Health and Fitness</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast maintenance of “dream car” with that of the human body</li> <li>2. Discuss the concept of balancing energy and using food as fuel</li> <li>3. Define common nutrition-related vocabulary</li> <li>4. Discuss the importance of having a varied diet</li> </ol>	BMI calorie diet dietary metabolism mineral nutrient obesity	<ul style="list-style-type: none"> <li>• Identify and define basic nutrition-related vocabulary</li> <li>• Explain the significance of a healthy diet</li> </ul>
<i>What are the major food groups and the nutrients that they provide?</i>	<b>Standard 1: Personal Health and Fitness</b>  <b>Standard 3: Resource Management.</b>	<ol style="list-style-type: none"> <li>1. Introduce MyPlate graphic</li> <li>2. Identify and discuss major food groups</li> <li>3. Show and explore ChooseMyPlate.gov</li> <li>4. Classify foods into appropriate groups</li> <li>5. Compare similarities between foods that belong in each group</li> <li>6. Apply basic principles of a well-balanced diet</li> <li>7. Discuss nutrient-density</li> <li>8. Identify nutrient dense food choices in each food group</li> <li>9. Describe/discuss nutrients and how they are utilized</li> </ol>	amino acids carbohydrates macronutrients minerals nutrient density protein recommendations refined grains saturated fat unsaturated fat variety vitamins whole grains	<ul style="list-style-type: none"> <li>• Recognize foods and classify into proper groups</li> <li>• Identify dominant nutrients in each food group</li> <li>• Demonstrate ability to construct healthy plates</li> </ul>

<p><i>What important information can be obtained from a food label?</i></p>	<p><b>Standard 1: Personal Health and Fitness</b> <b>Standard 3: Resource Management</b></p>	<ol style="list-style-type: none"> <li>1. Locate specific information on food labels</li> <li>2. Calculate caloric contribution of macronutrients</li> <li>3. Discuss and demonstrate the concept of portion distortion</li> <li>4. Identify preservatives, sugars, etc. among ingredients listed on food labels</li> <li>5. Discuss rationale for food additives and preservatives</li> <li>6. Evaluate various food labels and determine the “worth” of each food</li> <li>7. Demonstrate the ability to compare food labels to determine healthier options</li> </ol>	<p>% daily value distortion enriched fortified ingredient portion preservatives processed food serving size sodium trans fat whole food</p>	<ul style="list-style-type: none"> <li>• Analyze food labels to obtain basic nutrition information</li> <li>• Explain the concept of portion distortion</li> <li>• Recognize healthy food options</li> </ul>
<p><i>What role does physical activity play in maintaining a healthy weight?</i></p>	<p><b>Standard 1: Personal Health and Fitness</b> <b>Standard 3: Resource Management</b></p>	<ol style="list-style-type: none"> <li>1. Analyze and discuss Body Mass Index (BMI)</li> <li>2. Discuss implications of BMI on health outcomes</li> <li>3. Correlate various activities with energy expenditure</li> <li>4. Define Target Heart Rate</li> <li>5. Analyze the effects of reaching Target Heart Rate through exercise</li> </ol>	<p>(*revisit metabolism, BMI) metabolic rate body composition aerobic anaerobic endurance cardiovascular Target Heart Rate</p>	<ul style="list-style-type: none"> <li>• Explain the importance of having a healthy body weight</li> <li>• Identify realistic ways to get adequate physical activity</li> </ul>
<p><i>How can adequate physical activity and healthy dietary choices support disease prevention?</i></p>	<p><b>Standard 1: Personal Health and Fitness</b></p>	<ol style="list-style-type: none"> <li>1. Discuss how nutrients promote a healthy immune system</li> <li>2. Define and discuss: cardiovascular disease, cancer, diabetes (type I and II), hypertension, etc.</li> <li>3. Examine how nutrition and physical activity can support disease prevention</li> </ol>	<p>antioxidants cancer carcinogen cardiovascular cholesterol diabetes free radical hypertension insulin glucose</p>	<ul style="list-style-type: none"> <li>• Describe how nutrition and physical activity can support disease prevention</li> </ul>

<p><i>How do advertising strategies impact food choices?</i></p>	<p><b>Standard 1: Personal Health and Fitness</b></p> <p><b>Standard 2: A Safe and Healthy Environment</b></p>	<ol style="list-style-type: none"> <li>1. Discuss advertisement strategies used by the food industry</li> <li>2. Analyze how advertisements influence our dietary choices and habits</li> <li>3. Debunk advertising claims</li> </ol>	<p>consumer endorsement fad testimonial</p>	<ul style="list-style-type: none"> <li>• Identify the main goal of the food industry</li> <li>• Describe strategies used by the food industry to promote sales</li> </ul>
<p><i>How can lifelong health and wellness be achieved and maintained?</i></p>	<p><b>Standard 1: Personal Health and Fitness</b></p> <p><b>Standard 2: A Safe and Healthy Environment</b></p> <p><b>Standard 3: Resource Management</b></p>	<ol style="list-style-type: none"> <li>1. Identify potential barriers that may prevent us from achieving and sustaining healthy dietary habits and a healthy body weight</li> <li>2. Explore strategies that we can use to overcome these barriers</li> <li>3. Identify community resources available for assistance for lifestyle management</li> </ol>	<p>barrier environment family history genetics/heredity lifestyle risk factors thyroid</p>	<ul style="list-style-type: none"> <li>• Set personal nutrition and fitness related goals</li> <li>• Create a plan to achieve these goals</li> </ul>

**Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Health Education Performance Indicator 1.1:** Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

**Standard 2: A Safe and Healthy Environment.**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Health Education Performance Indicator 2.1:** Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

**Standard 3: Resource Management.**

Students will understand and be able to manage their personal and community resources.

**Health Education Performance Indicator 3.1:** Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.