

Course Title: Nutrition and Wellness

State: WA

State Course Title: Health Education

State Standards: WA Health Education K-12 Learning Standards

Percentage of Course Aligned: 89%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
<b>Health Education Core Idea: Wellness</b>							
<b>1. Dimensions of Health</b>							
H1.W1.HS: Analyze personal dimensions of health and design a plan to balance health.	Nutrition and Wellness	Unit 1: Health, Nutrition, and wellness	Activity	Conducting a self-examination to analyze current health condition, calculating body fat and other measurements, setting strategies to achieve health goals, and making a plan about changes to diet and choices to achieve better health	Activity 2		Fully Met
<b>2. Disease Prevention</b>							
H2.W2.HSa: Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.	Nutrition and Wellness	Unit 7: Social and Emotional Health	Lesson 3	Examining the role of stress and its connections to physical health problems; creating a visual showing detrimental effects of stress on different organs and systems of the body	Activity 1		Fully Met
H2.W2.HSb: Assess personal risk factors and predict future health status.	Nutrition and Wellness	Unit 6: Health and Wellness Challenges	Lesson 3	Identifying risk factors and activities that can negatively impact health, such as unsafe driving, unprotected sex, drug use, not wearing protective gear in sports, and more	Activity 4	Risky activities also discussed in Units 2, 4	Fully Met
<b>3. Analyzing Influences</b>							
H2.W3.HS: Analyze how a variety of factors impact personal and community health.	Nutrition and Wellness	Unit 4: Outside Influences	Lessons 1, 2	Examining the contributing factors and cultural influences of family, peers, and community to personal health; discussing examples, such as Loma Linda, California and Okinawa, Japan	Critical Thinking 1, 3, 4; Activity 1		Fully Met
<b>4. Access Valid Information</b>							
H3.W4.HS: Create a resource that outlines where and how students can access valid and reliable health information, products, and services.	Nutrition and Wellness	Unit 3: You Are What You Eat: Healthy Meal Planning	Lessons 1, 2	Determining helpful and safe online resources; using reliable resources for dietary planning such as the USDA, and MyPlate.gov	Critical thinking 5; Activity 2		Fully Met
<b>5. Communication</b>							
H4.W5.HS: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	Nutrition and Wellness	Unit 7: Social and Emotional Health	Lesson 2	Exploring different communication processes involved in both collaboration and conflict; writing scripts and acting out effective conflict resolution scenarios	Activity 3		Fully Met
<b>6. Decision-Making</b>							
H5.W6.HS: Predict potential short- and long-term outcomes of a personal health-related decision.	Nutrition and Wellness	Unit 2: Managing Your Food, Nutrition, and Health	Activity	Drawing on information learned in the unit about the decision-making process, students are to prepare a Health Goals Stairway project that includes short- and long-term goals and consequences	Activity 2		Fully Met
<b>7. Goal-Setting</b>							
H6.W7.HS: Implement strategies to achieve a personal health goal.	Nutrition and Wellness	Unit 7: Social and Emotional Health	Activity	Identifying personal stress triggers, analyzing how they affect the student's life, creating an action plan for reducing stress, and predicting outcomes and benefits of the plan	Activity 2		Fully Met
<b>Health Education Core Idea: Nutrition (N)</b>							
<b>1. Food Groups and Nutrients</b>							
H1.N1.HS: Predict impact of consuming adequate or inadequate amounts of nutrients.	Nutrition and Wellness	Unit 1: Health, Nutrition, and wellness	Lesson 3	Researching and reporting on macronutrients and micronutrients: where to get them, what they do, and results of deficiencies	Activity 1		Fully Met
H3.N1.HS: Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.	Nutrition and Wellness	Unit 2: Managing Your Food, Nutrition, and Health	Lesson 2	Learning more about evaluating effective and positive resources when researching health matters, including both online (.gov. and .edu sites)and in the community and then applying these tips in research	Activity 4	This is also covered in Unit 4, Lesson 4	Fully Met

H8.N1.HS: Collaborate with others to advocate for healthy eating at home, in school, or in the community.	Nutrition and Wellness	Unit 8: Global Health and Wellness	Lessons 2, 4	Exploring different ways to get involved in community health activities, working with classmates to identify need and design a program or plan that will help others in the community, such as arranging meal delivery or distributing food resources	Activity 3		Fully Met
<b>2. Beverages</b>							
H2.N2.HS: Analyze the impact of school rules and community and federal laws on beverage availability and choice.						While community involvement and federal input regarding food programs are covered in some places, particularly Unit 8, the beverages in schools example is not covered.	Not Met
<b>3. Label Literacy</b>							
H5.N3.HS: Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.	Nutrition and Wellness	Unit 2: Your Food, Nutrition, and Health	Lesson 1	Learning techniques for understanding nutrition labels, line-by-line, such as serving size, daily values, RDA, and calories and creating a report that analyzes an example of this data	Activity 1		Fully Met
H3.N3.HS: Analyze trends in portion size as compared to recommended serving sizes.						Appropriate planning is mentioned in units that cover nutritional planning, but I did not see anything specifically on trends on portion sizes	Not Met
<b>4. Caloric Intake and Expenditure</b>							
H7.N4.HS: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner	Nutrition and Wellness	Unit 1: Health, Nutrition, and wellness	Lesson 2	Examining the concept of energy balance - calories taken in and calories expended - and explaining the processes to peers	Critical Thinking 2, 4, 5		Fully Met
<b>5. Disease Prevention</b>							
H1.N5.HS: Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.	Nutrition and Wellness	Unit 3: You Are What You Eat: Healthy Meal Planning	Activity	Creating a health plan for the whole family that takes different needs and abilities into consideration, including planning meals, designing exercises, and tackling and conditions or diseases	Activity 1		Fully Met
<b>6. Nutritional Planning</b>							
H7.N6.HS: Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.	Nutrition and Wellness	Unit 3: You Are What You Eat: Healthy Meal Planning	Lesson 2	Exploring the steps in designing a health nutrition plan, starting with self-evaluation, analyzing habits., planning each plate, prioritizing healthy choices, and more	Activities 1, 2		Fully Met
H6.N6.HS: Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	Nutrition and Wellness	Unit 2: Your Food, Nutrition, and Health	Activity	Making a long-term ;plan to achieve certain health goals by breaking it down into smaller steps, researching new behaviors that could help achieve these, and identifying potential obstacles with techniques for overcoming them	Activity 2		Fully Met