

**Northwest Arkansas Instructional Alignment
Nutrition and Wellness**

WORK IN PROGRESS

| AR Department of Workforce Education CONTENT STANDARD/ Knowledge | Objective | Task Analysis | Essential Vocabulary | Materials/Resources | Geometry Connections | Literacy Connections |
|---|--|---|---|--------------------------|--|---|
| 1.1 Match terms related to nutrition and wellness | 1.1.1 Demonstrate knowledge of nutrition and wellness terms using correct context | Divide students into groups and have them create a word wall. For the word wall they will write down the frameworks definition come up with their own definition, use it in a sentence, draw a picture for the term. Then collect each group's word wall and share. | Culture, emotional health, lifestyle, nutrition, organic food, physical health, psychological health, social health, technology, wellness | Word Wall | | R.11.9.1 Demonstrate appropriate vocabulary usage |
| 1.2 Identify the aspects of wellness 1) emotional 2) physical 3) psychological 4) social | 1.2.1 Analyze the importance of each aspect of wellness | Have the students make personal goals for each of the aspects of wellness. Discuss each aspect of wellness and have the student share their goals | emotional, physical, psychological, social, and wellness | | | W.4.9.1 Generate, gather, and organize ideas for writing |
| 1.3 Evaluate the effect of lifestyle choices on wellness | 1.3.1 Identify lifestyle choices of teens, 1.3.2 Compare and contrast the choices made by teens, 1.3.3 Chart lifestyle choices that contribute to disease | Have students research a wellness choice that can have a negative impact on their lives. The students create a Power Point to present their findings to the class. The class will create a table to take notes on the different presentations. The table will include the | Wellness and health | PowerPoint presentations | LG.1.G.3 Describe relationships derived from geometric figures | IR.12.10.12 Create research products such as: Oral presentations |
| 1.4 Examine wellness as a choice | 1.4.1 Demonstrate wellness as a personal choice | Students should choose one of their personal goals and track their progress for a week. The student will record daily the choices they made to reach their goals. | Lifestyle | Weekly journal | | W.7.9.2 Use a variety of sentence, types, and lengths to contribute to |
| 1.5 List the steps of the decision making process in order 1) Identify the decision to be made 2) Identify available resources and possible options 3) Weigh pros and cons of each option 4) Select the best option 5) Act on the decision 6) Evaluate the results of the | 1.5.1 Apply the steps of the decision-making process to achieve a wellness goal | After reviewing the steps of the decision making process have students brainstorm decisions they are facing as teens. In pairs they must devise a plan of action to resolve the problem | | | | W.7.9.4 Demonstrate organization, unity and coherence by |
| 1.6 Compare the impact of cultural, emotional, psychological, and social influences on food choices | 1.6.1 Describe how culture influences food choices 1.6.2 Examine the effect of emotions on food selections 1.6.3 identify ways family, friends, and society influence nutritional habits | The students will view a Power Point of the factors affecting food choices and discuss the factors in their lives that affect their food choices. Then they will complete a worksheet where they are given scenarios and they have to decide what factors are affecting the | | Food Factors Worksheet | | R.10.10.2 Identify interrelationships between and among ideas and concepts within |
| 1.7 Examine the development of regional foods from available global and local food supplies | 1.7.1 Associate foods with correct regions 1.7.2 Classify factors contribution to foods becoming regional favorites | In pairs students will pick a region to research and present to the class. They will use the textbook, the internet, and other books available in the library | Culture and technology | Global Foods Project | | IR.12.10.12 Create research products such as: Oral presentations |
| 1.8 Identify ways global food choices are affected by supply, production, and distribution worldwide | 1.8.1 Describe how changes in national and international food production and distribution systems affect the food supply | In pairs students will pick a region to research and present to the class. They will use the textbook, the internet, and other books available in the library | Culture and technology | Global Foods Project | | IR.12.10.12 Create research products such as: Oral presentations |