



★  
Colorado  
Academic Standards

# Comprehensive Health



# Healthy Eating



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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## Purpose of Comprehensive Health and Physical Education

"In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared." ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## General Considerations for Health Education:

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.

### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Preschool Learning and Development Expectation:

1. Distinguish between healthy and unhealthy foods.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Distinguish food on a continuum from most healthy to least healthy.
- b. Demonstrate the ability to identify and choose a healthy food choice.
- c. Recognize the benefits of choosing a healthy food.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/Adults May:*

1. Model and talk about eating healthy foods and how healthy foods make you feel.
2. Support children in discovering different food preferences represented by the families in the classroom and community.
3. Talk about the different foods groups and what food groups we need more or less of in a day.
4. Provide a variety of healthy food choices for children to taste and also allow for children to decline eating.
5. Support alternative healthy food during celebrations and non-food rewards.

6. Ensure that a variety of healthy foods are provided during celebrations and special events.
7. Portion plates are provided in the dramatic play area along with a variety of play foods including foods from different cultures, especially those foods representative of the classroom and community.
8. Provide cooking experiences that children participate in.

#### *Examples of Learning/Children May:*

1. During snack time the child comments on the apple on the plate by saying “Look, Mr. Bob, we have a healthy snacks today. There’s some carrots and hummus.”
2. During snack time, Ms.Ling talks with children about the different choices for snack and how a food like an apple gives us more energy and helps us grow.
3. Children sort food items into food groups.
4. During read aloud the adult reads a book on bread from all around the world. The adult asks the children what type of bread the children eat in their home. The children respond with “bagels, tortillas, naan, rice, etc.”
5. In the science area, children point to the food chart visual and recognize and comment on the less healthy foods saying “we eat a little of this items to be healthy.”





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Identify the major food groups and the benefits of eating a variety of foods.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize major food groups.
- b. Identify foods and beverages that are healthy choices.
- c. Explain how food is fuel and that different activities need different fuel.
- d. Explain the health benefits of choosing healthy foods and beverages.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare how automobiles run on gasoline as fuel, humans rely on food as fuel. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explore why different people like different foods (culture, geography, family). (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Describe how foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How do healthy foods help your body?
2. How does food fuel our bodies?
3. What would happen to your body if you ate only cookies and candy?

#### *Health Skills:*

1. Decision-Making





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Identify a variety of foods from the different food groups that are vital to promote good health.

### Evidence Outcomes

#### *Students Can:*

- a. Categorize foods into the major food groups.
- b. Identify a variety of foods in each of the food groups that are healthy choices.
- c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare how different tastes, colors, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how eating a variety of nutritious foods helps to maintain a healthy body. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why is it helpful to know which major food group a food belongs to?
2. What if all the foods you ate came from only one food group?
3. What if all foods looked and tasted exactly the same?

#### *Health Skills:*

1. Decision-Making





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Identify eating and drinking behaviors that contribute to maintaining good health.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the importance of choosing healthy foods and beverages.
- b. Identify the benefits of drinking plenty of water.
- c. Describe the benefits of eating breakfast every day.
- d. Identify a variety of healthy snacks.
- e. Understand that the body exhibits signals that tell people when they are hungry and when they are full.
- f. Identify the recommended serving size and sugar content found on a nutritional label.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain why water is essential for optimal body functioning. (Entrepreneurial Skills: Inquiry/Analysis)
2. Critique why a healthy diet, which includes eating breakfast, helps provide the energy you need to move, think clearly, and solve problems throughout the day. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare a healthy, balanced diet which includes eating appropriate portion sizes from multiple food groups throughout the day to a diet that is not balanced. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. Why do many people claim that breakfast is the most important meal of the day?
2. Why is it important to pay attention to your body when it feels hungry or full?
3. What are the benefits to your of body drinking water?
4. Where would you find nutritional information when a label is not available?
5. Why is it important to know the recommended serving size of foods and beverages?

#### *Health Skills:*

1. Decision-Making
2. Accessing Information





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to make and communicate appropriate food choices.

### Evidence Outcomes

#### *Students Can:*

- a. Describe a variety of nutritious breakfast foods.
- b. Plan a meal based on the food groups.
- c. Explain the concepts of eating in moderation.
- d. Demonstrate refusal skills in dealing with unhealthy eating situations.
- e. Identify how family, peers, and media influence healthy eating.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain how eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. (Personal Skills: Personal Responsibility)
2. Analyze messages about healthy eating that are abundant and require accurate information to discern them. (Professional Skills: Information Literacy)
3. Persistence and resilience can be demonstrated through resisting unhealthy eating situations in order to focus on eating healthy. (Personal Skills: Perseverance/Resilience)

#### *Inquiry Questions:*

1. What is a healthy portion size? Can an appropriate portion size vary for individuals?
2. What kinds of foods would be best for you to eat for breakfast? Why?
3. How can students eat a balanced diet if food choices are limited at school and home?
4. How can the things that you see on television or in magazines influence your feelings and choices about food?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

2. Describe the connection between food intake and physical health.

### Evidence Outcomes

#### *Students Can:*

- a. Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn.
- b. Explain body signals that tell people when they are hungry and when they are full.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Describe how daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. (Personal Skills: Self-Awareness)
2. Explain how healthy food choices and exercise can positively affect brain function and physical and emotional health. (Personal Skills: Self-Awareness)
3. Analyze the cause-and-effect relationship between eating healthy portions when you are hungry and stopping when you are full to help you meet your energy needs and avoid overeating. (Entrepreneurial Skills: Inquiry/Analysis)
4. Describe how personal life choices impact unhealthy weight. (Personal Skills: Self-Management)

#### *Inquiry Questions:*

1. Why do most people feel better after they eat?
2. Why do some people eat even if they are not hungry?
3. What is the benefit of increased physical activity for your overall health?

#### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition.

### Evidence Outcomes

#### *Students Can:*

- a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories.
- b. Explain the importance of eating a variety of foods from all the food groups.
- c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how healthy foods provide nutrients that in turn provide you energy for daily activities. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how nutrients are necessary for good health and proper growth and development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Demonstrate how to set a goal to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
3. Do all foods help your body in the same ways? Why or why not?
4. How does your lifestyle impact whether a portion size is appropriate?

#### *Health Skills:*

1. Goal-Setting





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to make good decisions about healthy eating behaviors.

### Evidence Outcomes

#### *Students Can:*

- a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices.
- b. Analyze the food and beverage choices of self or others to inform healthy behaviors.
- c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks.
- d. Demonstrate how to politely advocate for foods that are more nutritious.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explore how as the body matures, the amount of food and key nutrients change to support healthy systems and growth. (Entrepreneurial Skills: Inquiry/Analysis)
3. Examine how healthy eating is a personal responsibility and is challenged by the choices available to us. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How will you take control of your own healthy eating behaviors?
2. If broccoli were deep-fried, would it still be nutritious?
3. Is sugar bad? Why or why not?
4. Why do people tend to eat too much sugar, fat, and salt?
5. Is caffeine a healthy or unhealthy ingredient in foods and drinks?

#### *Health Skills:*

1. Accessing Information
2. Decision-Making
3. Advocacy





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors.

### Evidence Outcomes

#### *Students Can:*

- a. Define valid and reliable as a means to access information that enhances healthy eating behaviors.
- b. Evaluate the nutrition information on food labels to compare products.
- c. Identify reliable and unreliable resources and information regarding healthy eating.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify how advertisements are designed to sell products not necessarily to provide accurate health information. (Professional Skills: Information Literacy)
2. Consider a full array of resources when determining lifelong healthy eating (e.g., family members, health professionals, organizations, books, dietary guidelines, internet sites, current applications, etc..). (Professional Skills: Information Literacy)
3. Discriminating between false advertising and accurate information is crucial for lifelong healthy food choices. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. How do valid and reliable sources affect healthy eating behaviors?
2. Who has the final say on what is “healthy” food?
3. Does posting nutritional information on products and in restaurants change behavior?

#### *Health Skills:*

1. Accessing Information







### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Analyze factors that influence healthy eating behaviors.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze how family, peers, media, and culture influence food choices.
- b. Analyze how social and cultural messages about food and eating influence nutrition choices.
- c. Analyze the influence that adults and role models have on one's food choices.
- d. Analyze internal influences on one's food choices.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify how cultural perspectives influence food choices. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Examine the impact of cost and other policies on the consumption of healthy and unhealthy foods. (Entrepreneurial Skills: Creativity/Innovation)
3. Identify a variety of strategies that are used to market food products to individuals and these strategies will change as technology advances. (Entrepreneurial Skills: Creativity/Innovation)
4. Examine why portion sizes have increased over time. (Entrepreneurial Skills: Creativity/Innovation)

#### *Inquiry Questions:*

1. What internal and external influences affect your eating choices?
2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices?
3. What would happen if your body did not tell you when you were hungry or full?

#### *Health Skills:*

1. Analyzing Influences
2. Decision-Making





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Demonstrate the ability to make healthy food choices in a variety of settings.

### Evidence Outcomes

#### *Students Can:*

- a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.
- b. Describe the influences that impact healthy food choices.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Debate if food choices have an impact on the environment. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Determine how individuals must identify which food choices lead to their optimal health and weight goals. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is a “healthy” weight?
2. How can a healthy diet for one person be unhealthy for another?
3. Why do people on restrictive diets often end up gaining more weight?
4. What internal/external factors influence food choices?

#### *Health Skills:*

1. Analyzing Influences
2. Decision-Making





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

1. Synthesize the impact of healthy and unhealthy diets on daily living.

### Evidence Outcomes

#### *Students Can:*

- a. Use nutritional evidence to describe a healthy diet and an unhealthy diet.
- b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as obesity, heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis.
- c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs.
- d. Explain the effects of disordered eating and eating disorders on healthy growth and development.
- e. Analyze the relationship between eating behavior and metabolism.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Evaluate the diets and eating behaviors of others, and recommend strategies for improving health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Examine how restaurants and food companies respond to concerns among consumers about healthful food choices, and create menus and products to address those concerns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Advocate for nutritious foods in public programs such as food banks and school lunch programs. (Civic/Interpersonal Skills: Civic Engagement)
4. Healthful living requires an individual to act on available information about good nutrition, even if it means breaking comfortable habits or societal norms. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How do you define “healthy eating”?
2. How do personal food choices impact all areas of health and wellness?
3. If everyone had a healthy diet, how would physical and mental health be impacted?
4. Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?

#### *Health Skills:*

1. Accessing Information
2. Analyzing Influences
3. Decision Making





### Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

### Grade Level Expectation:

2. Analyze how family, peers, media, culture, and technology influence healthy eating choices.

### Evidence Outcomes

#### *Students Can:*

- a. Evaluate advertising claims for nutrition supplements and weight-loss products.
- b. Analyze how family, peers, and the media influence food choices.
- c. Analyze the influence of media on the selection of products and services related to weight management.
- d. Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior.
- e. Differentiate how a positive or a negative body image can influence eating behavior.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Use diet analysis software to help people create healthy diets by providing extensive nutritional information. (Professional Skills: Use Information and Communication Skills)
2. Advocate for school and community policies such as replacing soda machines with water and high-quality juices that can influence healthy or unhealthy eating. (Civic/Interpersonal Skills: Civic Engagement)
3. Analyze how subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Critically analyze all available information about good nutrition, and make healthy, informed choices based on that information. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. What might a media campaign to promote healthy eating look like?
2. If there were no food advertising, how might your diet be different?
3. How does body image affect behavior?
4. How can you determine which claims about nutrition supplements and weight-loss, if any, are true?
5. What criteria can you use, and what supporting evidence should you seek?
6. How can personal economics influence food choices?

#### *Health Skills:*

1. Analyzing Influences



## Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

## Grade Level Expectation:

3. Demonstrate ways to take personal responsibility for healthy eating.

## Evidence Outcomes

### *Students Can:*

- a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet.
- b. Apply information on food labels to make healthy eating choices.
- c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
- d. Design and implement a plan to improve one's personal food choices that lead to a healthier diet.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Use "Nutrition Facts" labels to provide information that aid in making healthy choices. (Personal Skills: Self-Awareness)
2. Analyze current research on how heredity and individual metabolism impacts caloric needs and how it's revolutionizing the wellness industry. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Explain how specific diet plans found in popular magazines, books, internet sites, and infomercials should be carefully evaluated for health benefits or consequences. (Personal Skills: Personal Responsibility)
4. Analyze how dietary requirements vary for individuals based on age, activity level, metabolism, and health. (Personal Skills: Self-Awareness)

### *Inquiry Questions:*

1. How do personal food and beverage choices impact all areas of health and wellness? (e.g., energy drinks, high sugared beverages/food, processed foods)?
2. How can you use "Nutrition Facts" labels, federal nutrition standards and guidelines such as the Dietary Guidelines for Americans to help to make nutritious food choices as well as establish healthy eating habits?
3. How does physical activity play a role in the development of a healthy diet plan?
4. From a health perspective, how can you become a "wise" shopper?

### *Health Skills:*

1. Self-Management / Personal Responsibility
2. Goal Setting