**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health**

* *Students will list and explain the 6 basic nutrients, by taking Test 1.*
  + Students demonstrate their knowledge of the six basic nutrients, by completing the worksheet “See, what had happened was”
* *Students will be able to name the 6 food groups, by taking Test 1.*
  + Students will identify all six food groups, by playing the game “Iron Chef”
* *Students will be able to analyze the influence nutrition plays on disease, by taking Test 1.*
  + Students will analyze the relationship between nutrition, the quality of life, and disease, through discussion.
  + Students will demonstrate their knowledge of how nutrition plays a role on disease by completing the worksheet “See, what had happened was”
* *Students will demonstrate understanding of the importance of healthy eating choices, by taking Test 2.*
  + Students understand the concept of food sensitives by completing the “Nancy Drew” worksheet, in a small group.
  + Students understand the concept of foodborne illnesses, and ways to reduce foodborne risks, by completing the “Nancy Drew” worksheet, in a small group.
  + Students will describe the healthy components of each ingredient that is used in the recipe that the group is cooking by completing a worksheet.
  + Students will demonstrate an understanding of the importance of healthy eating choices through study activities in class.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

* *Students will be able to list influences of food choices by taking Test 1*
  + Students will list and analyze nutritional influences on nutrition by creating a collage.
  + Students will be able to identify a variety of portion sizes by creating “The 411 On Portion Sizes” cue cards
* *Students will demonstrate understanding of food labels, by taking Test 2.*
  + Students will identify the meaning of food labels by completing the activity “Label My Plate”.
  + Students will identify the meaning of Opening Date Labels by completing “To Eat or Not to Eat”.
  + Students will demonstrate understanding of food labels through study activities in class.
* *Students will be able to analyze nutrition labels, by taking Test 2.*
  + Students will analyze nutrition labels through the activity “Pick Me!”
  + Students will analyze nutrition labels through study activities in class.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health**

* *Students will be able to list valid resources to talk to about nutrition goals, by taking Test 2.*
  + Students will set realistic and attainable short term nutrition goals, and map the steps needed in order to attain the goal by completing the Goal Ladder Mapping activity sheet
  + Students will be able to recognize professionals to speak to when concerning nutrition through study activities in class.
* *Students will be able to know and discuss the ABC’s of good health, by taking Test 2.*
  + Students will describe and discuss the ABC’s of good health by completing the assignment “Getcha Goals”.
  + Students will demonstrate his or her knowledge of the ABC’s of Good Health through study activities in class.