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| <b>Essential Understandings</b> | <ul style="list-style-type: none"> <li>▪ Food choices impact overall health.</li> </ul>  |
| <b>Essential Questions</b>      | <ul style="list-style-type: none"> <li>▪ What does a food label tell a consumer?</li> <li>▪ Why does the body need food?</li> <li>▪ How do food choices affect health?</li> </ul>  |
| <b>Essential Knowledge</b>      | <ul style="list-style-type: none"> <li>▪ Balanced nutritional intake is necessary to promote healthy growth and development.</li> <li>▪ Healthy eating enhances a person's ability to be physically active and mentally alert.</li> <li>▪ Caloric intake and the level of physical activity affect body weight, body composition, and overall physical health.</li> <li>▪ Unhealthy food choices and lack of exercise can have short-term consequences (e.g., over/under weight, lack of energy, headaches, short attention span) and long-term consequences (e.g., heart disease, diabetes, osteoporosis, and some types of cancer).</li> <li>▪ Nutrients (carbohydrates, fats, proteins, vitamins, minerals, and water) affect the functioning of all body systems.</li> <li>▪ Food labels contain important nutritional information as well as serving sizes.</li> <li>▪ Individuals are responsible for making healthy nutritional choices.</li> <li>▪ Food choices are influenced by marketing (e.g., advertising and packaging).</li> <li>▪ Adolescents sometimes deal with stress by making unhealthy food choices which may lead to adverse health conditions such as anorexia, bulimia, or compulsive overeating.</li> <li>▪ Unhealthy changes in eating patterns may be triggered by stressful events, illness, or a desire to change one's diet for athletic or personal appearance reasons.</li> <li>▪ Healthy coping skills help a person to be resilient, develop perspective, and stay in balance.</li> </ul> |
| <b>Vocabulary</b>               | <ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ <u>Nutrients</u>: carbohydrates, fat, protein, vitamins, minerals, water</li> <li>○ nutrition, nutrient dense, nutrient limited, saturated fat, mono-saturated fat, cholesterol, media, calorie, diet, osteoporosis, diabetes, high blood pressure, heart disease</li> <li>○ <u>Eating Disorders</u>: anorexia, bulimia, compulsive over-eating, binge, purge</li> </ul> </li> </ul>   |

**Brunswick School Department**  
**Grade 8**  
**Nutrition and Wellness**

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| <p style="text-align: center;"><b>Essential Skills</b></p>                       | <ul style="list-style-type: none"> <li>▪ Explain why the body needs food.</li> <li>▪ Describe some short-term and long-term consequences of unhealthy food choices and/or lack of exercise.</li> <li>▪ Explain how nutrients affect the functioning of body systems.</li> <li>▪ Utilize a food label, food pyramid, and U.S. dietary guidelines to evaluate the nutritional value of various foods.</li> <li>▪ Recognize personal responsibility for nutritional choices.</li> <li>▪ Explain how the media influences food choices.</li> <li>▪ Recognize some adverse health conditions that may be a result of abusing food to deal with stress or other serious emotional issues.</li> </ul>   |
| <p style="text-align: center;"><b>Related<br/>Maine Learning<br/>Results</b></p> | <p><u>Health</u></p> <p>A. Health Concepts</p> <ol style="list-style-type: none"> <li>1. Explain the relationship between healthy behaviors and the prevention of injury, illness and disease.</li> <li>3. Analyze the effects that risky behaviors have on personal health.</li> <li>8. Demonstrate thorough understanding of key health concepts.</li> </ol> <p>B. Health Information, Services, and Products</p> <ol style="list-style-type: none"> <li>1. Analyze a validity of health information, products, and services and describe situations requiring their use.</li> <li>2. Identify resources from home, school, and community that provide valid health information and services.</li> </ol> <p>C. Health Promotion and Risk Reduction</p> <ol style="list-style-type: none"> <li>1. Explain the importance of assuming responsibility for personal health.</li> <li>2. Analyze a personal health assessment to determine health strengths and risks.</li> <li>3. Develop strategies to improve or maintain personal and family health.</li> <li>6. Distinguish between healthy and unhealthy stress management techniques.</li> </ol> <p>D. Influences on Health</p> <ol style="list-style-type: none"> <li>2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services.</li> </ol> <p>F. Decision Making and Goal Setting</p> <ol style="list-style-type: none"> <li>2. Analyze how health- related decisions are influenced by individuals, families, and community values.</li> <li>3. Explain how decisions regarding health behaviors have consequences for them and others.</li> <li>5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.</li> </ol> |

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| <b>Sample Lessons And Activities</b>       | <ul style="list-style-type: none"><li>▪ Keep a lunch and activity record for a week in order to assess overall weaknesses and strengths in eating habits or choices.</li><li>▪ Develop a plan to attain personal health goals.</li><li>▪ Create a plan for eating a healthy lunch.</li><li>▪ Research a food related condition.</li><li>▪ Analyze various media (i.e., commercials, printed advertisements, etc.) for food related messages.</li><li>▪ Develop a nutrition brochure for younger students.</li><li>▪ In cooperative groups, analyze a hypothetical family's diet and make recommendations for improved nutrition.</li></ul> |
| <b>Sample Classroom Assessment Methods</b> | <ul style="list-style-type: none"><li>▪ Create an advertisement or commercial for a healthy food product.</li><li>▪ Complete a unit test.</li></ul>  |
| <b>Sample Resources</b>                    | <ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Anorexia Nervosa: When Food Is The Enemy</u> – Erica Smith</li><li>○ <u>Bulimia Nervosa: The Secret Cycle of Binging and Purging</u> – Liza Burby</li><li>○ <u>Heart Disease</u> – John Gold</li><li>○ <u>Nutritional Diseases</u> – Douglas Eagles</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>My Pyramid</u>, Discovery, 2006</li><li>○ <u>Nutrient Basics: Learning Zone</u>, 2005</li><li>○ <u>Let's Do Lunch</u>, Meridian, 2004</li></ul></li></ul>  |
| <b>Technology Link</b>                     | <ul style="list-style-type: none"><li>▪ <a href="http://www.discoveryschool.com">http://www.discoveryschool.com</a></li></ul>  |