

# 2022 - Nutrition Unit

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## **Unit Overview:**

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During this unit the student will identify what nutrients do in the body, six major classes of nutrients and how the body uses them, the importance of breakfast and healthy snacks.

## **Essential Questions:**

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1. What is the difference between appetite and hunger?
2. What do nutrients do for your body?
3. What role do emotions play in your food choices?
4. How is possible to have plenty of food and yet be poorly nourished?
5. What are some different sources of protein?
6. What are the six major classes of nutrients?
7. How can the food you choose to eat today affect your health in the future?
8. Why is it important to look at an analyze food labels?
9. What makes a food an empty calorie food?
10. Why is breakfast important?
11. How can you avoid overeating when you at a restaurant?

## **Enduring Understandings:**

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1. Nutrients help the body build tissue, repair damaged cells and provide energy.
2. There are many short and long term health benefits and risks associated with nutritional choices.
3. There are many factors that influence food choices such as: family and culture, peer pressure, availability, convenience, knowledge of nutrition and advertising.
4. Emotional eating - food can be associated with pleasant times/memories but also when one is

feeling sad or lonely.

5. There are 6 nutrient classes: 3 macronutrients (protein/carbohydrates/fats) and 3 micronutrients (vitamins, minerals and water)

6. Ability to analyze and breakdown a food label to help make food choices.

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### **Standards/Indicators/Student Learning Objectives (SLOs):**

HE.6-8.2.2.8.N	Nutrition
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
HE.6-8.2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
HE.6-8.2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
HE.6-8.2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.  Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

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### **Lesson Titles:**

Lesson 1 - The Importance of Nutrition

Lesson 2 - Nutrients for Wellness

Lesson 3 - Following Nutrition Guidelines

Lesson 4 - Planning Meals and Snacks

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### **Career Readiness, Life Literacies, & Key Skills:**

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.Cl.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT

Critical Thinking and Problem-solving

Brainstorming can create new, innovative ideas.

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## Inter-Disciplinary Connections:

MA.7.RP

Ratios and Proportional Relationships

MA.7.RP.A

Analyze proportional relationships and use them to solve real-world and mathematical problems.

SOC.6.2.8.HistoryCC.1.b

Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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## Equity Considerations

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### Amistad Mandate

Topic: Exploring the impact of food deserts on access to healthy food and nutrition in diverse communities.

Website: "Food Deserts in America" by the United States Department of Agriculture (USDA): <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/>

This lesson addresses Component 3 of the Amistad Mandate: "Promote student understanding of the historical and contemporary contributions of diverse populations to the advancement of public health and the health of all communities."

- Amistad
- Contributions of African Americans to our society
- Slavery in America

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### Holocaust Mandate

Topic: Examining the impact of food deprivation and malnutrition during the Holocaust.

Website: "Food and the Holocaust" by the United States Holocaust Memorial Museum

(USHMM): <https://www.ushmm.org/information/visit-the-museum/museum-cafe>

This lesson addresses Component 2 of the Holocaust Mandate: "Analyze the causes and consequences of the Holocaust, emphasizing the systematic persecution and murder of European Jews."

- Bias
- Bigotry
- Bullying
- Prejudice

### **LGBTQ and Disabilities Mandate**

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Topic: Exploring the unique nutritional needs and challenges faced by LGBTQ+ and Disabled individuals.

Website: "Nutrition and LGBTQ+ Health" by The Trevor

Project: <https://www.thetrevorproject.org/get-help>

Website: "Disability and Nutrition" by the National Institute on Disability and Rehabilitation Research (NIDRR): <https://www.nichd.nih.gov/>

This lesson addresses Component 1 of the LGBTQ+ and Disabilities Inclusion Mandate: "Include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum."

- Economic
- Political
- Social

### **Climate Change**

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Discussion of how a changing climate (whether caused by man or not) can have effects on a particular country/region and or the world both economically and with the ability to feed the masses.

<https://time.com/8515/what-the-world-eats-hungry-planet/>

## **Asian American Pacific Islander Mandate**

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Topic: Exploring the role of cultural traditions and foodways in the health and nutrition of Asian American and Pacific Islander communities.

Website: "A Journey Through Asia: Exploring Food and Culture" by National

Geographic: <https://www.nationalgeographic.com/travel/article/real-chinese-food-rtw>

This lesson addresses Component 2 of the AAPI Mandate: "Analyze the contributions and perspectives of Asian American and Pacific Islander communities throughout history and their impact on the advancement of public health and healthcare in the United States."

- Economic
- Political
- Social

## **Summative Assessment:**

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- Alternative Assessment
- Written Assessment

## **Benchmark Assessment**

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Writing prompt

Skills based assessment

Reading response

## **Resources & Materials:**

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- Unit Packet
- Unit Slide Presentation

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. The students will be able to explain why the body needs nutrients.

2. The students will be able to identify factors that influence which foods you choose.
3. The students will be able to describe how your emotions can affect your food choices.
4. The students will be able to compare the six major classes of nutrients and what they do for the body.
5. The students will be able to plan a few days worth of healthy meals.

### **Formative Assessment:**

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- Closure
- Nutrition Label
- Warm-Up

### **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments

- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule

- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Chromebooks needed for various reasons - online packet, articles, food label review, assessments

TECH.8.1.P	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.

## **Computer Science and Design Thinking Standards**

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