Cycle Three Health

Content Area: **Physical Education and Health**
Course(s): **Phys Ed 8**
Time Period: **March**
Length: **4 Weeks**
Status: **Published**

Transfer

Nutrition and Wellness

Enduring Understandings

By acquiring health skills and learning about nutrition we are able to support a healthy and active lifestyle.

By understanding input versus output we are empowered to make healthy choices in their own lives to prevent disease and illness.

Essential Questions

What effect does a nutritional deficiency or lack of calories have on my body?

What effect does an excess of a nutrient or an excess of calories have on my body?

Why is it important to have balanced meals regularly?

Why are obesity, heart disease and diabetes such major problems in the United States currently?

How are foods changed into energy or fuel for the body and what are the best sources of energy?

Content

calories, nutrients, nutrition, appetite, hunger, nutrient deficiency, carbohydrates, proteins, amino acids, saturated fats, unsaturated fats, vitamins, minerals, fiber, foodborne illness, empty calories, percent daily

value, nutrient density

Learning Objectives

Analyze all food groups and how many servings are suggested per day from each.

Analyze a food label for nutrient content.

Compare and contrast different food options from the same food group and determine which ones are smarter choices and why.

Discuss internal and external influences that lead to healthy lifestyle and smarter food choices.

Describe how multiple risk factors can compound nutritionally based illnesses.

Determine risk factors for eating disorders and steroid use and help create tools to maintain a positive self-concept and prevent these disorders.

Create well balanced meals for individual meals and a full day's worth of meals/snacks.

Resources

Teen Health 3, Glencoe/McGraw-Hill

Graphic Organizers of the different food groups

Sample Nutrient labels

Supersize Me

Balanced Meal Charts

Assessments

Written Tests
Formative: Test: Written
Formative: Transfer Tasks: Teacher Observation and Class Discussion
Formative: Transfer Tasks: Oral: Discussion
Summative: Test; Written
Summative: Test; Project-based

Students will keep a Daily Food Journal

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
HPE.2.1.8.B.4	Analyze the nutritional values of new products and supplements.
HPE.2.1.8.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.
HPE.2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
HPE.2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.

HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.