Unit 6: Nutrition, Growth, and Physical Fitness

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 32**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In the Nutrition, Growth and Physical Fitness Unit, students will learn about their five senses, heart, lungs, stomach and brain. They will explore how they change as they grow and learn the importance of good nutiriton and physical activity for a healthy lifestyle.

Standards

HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HPE.2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
HPE.2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

Essential Questions

- How can we keep ourselves healthy?
- What are the consequences of our choices in terms of wellness?
- How do I overcome negative influences when making decisions about my personal health?
- Why might educated people make poor health decisions?
- How do I make the right decision in the face of peer, media, and other pressure?
- What causes optimal growth and development?
- What makes a food healthy?

Application of Knowledge and Skills...

Students will know that...

- advertising tries to influence you to buy a product.
- as children develop, they get heavier, taller and develop new skills.
- food provides energy for growth and daily activities.
- the essential role played by bones, muscles, the five senses, the heart, stomach, lungs and brain.
- the food groups and the number of servings of each food type that contributes to good nutrition.
- the human life cycle.

Students will be skilled at...

- describe a balanced meal.
- describe how they and their abilities have changed over time.
- find and begin to understand food nutrition labels.
- identify and describe certain body parts.
- sort foods into their appropriate food group.

Assessments

- Diagnostic: Instructional/Assessment Focus 2.1.P.B.1; 2.1.P.B.2; 2.1.4.B.2 What kinds of foods should we eat?
- Formative: Instructional/Assessment Focus 2.1.2.A.2 Describe and identify the heart, lungs, stomach, bones and muscles.
- Formative: Instructional/Assessment Focus 2.1.P.B.1; 2.1.P.B.2; 2.1.2.B.1; 2.1.2.B.2; 2.1.2.B.3; 2.1.4.B.2 Find Nutrition Facts labels and review content.
- Formative: Other visual assessments 2.1.P.B.1; 2.1.P.B.2; 2.1.2.B.2 Cut pictures from grocery sales circulars and put them in the appropriate food group.
- Formative: Other written assessments 2.1.2.A.2; 2.1.4.B.1 Identify body parts that help us ingest food and describe why we need food.
- Formative: Other written assessments 2.1.P.B.1; 2.1.P.B.2; 2.1.2.B.1; 2.1.2.B.2; 2.1.4.B.3 Identify or describe a balanced meal with foods from several food groups.
- Summative: Benchmark Assessment 2.1.A, 2.1.B, 2.6.A Mid year and final benchmark tests.
- Summative: Other written assessments 2.1.A, 2.1.B, 2.6.A Draw and describe behaviors that contribute to a healthy lifestyle.

Activities

- Discuss the locations and functions of bones, muscles, the brain, the heart, lungs, and the stomach.
- Match sensory organs to what they help us perceive.
- Discuss physical, intellectual and social changes as a child grows up. Draw 'What I can Do Now' that I couldn't do when I was younger.

- Discuss and describe the human life cycle. Draw or sequence pictures of the human life cycle.
- Discuss the role of food as a source of energy.
- Explain the food pyramid, including food groups, daily recommended servings of each group, and the role of excercise in a healthy lifestyle. Excercise makes the heart and lungs strong.
- Describe the content of food "Nutrition Facts" labels. Students will find labels on foods that they eat.
- Describe a balanced meal and a healthy snack (optional: play Blast Off computer game)
- Discuss the role of advertising in influencing purchase decisions.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Preferential seating
- Modified worksheets
- Vocabulary cards with pictures
- Food Group Go Fish

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: bones, muscles, senses, heart, stomach, lungs, brain, life cycle, energy, serving, nutrition

Differentiation to Extend Learning for Gifted Students May Include:

- Maintain a Fruit and Vegetable diary for one week - develop an action plan for making improvements on your personal diet based on knowledge gained through this unit.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
-
    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
    - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
    - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Technology: Blast Off

Language Arts: trade books on body parts, growth and good nutrition

Resources

McGraw Hill Health Teacher's Edition

McGraw Hill Health big book

McGraw Hill Health duplication masters

McGraw Hill Health posters

MyPyramid.gov USDA web site

Blast Off computer game - see links

Bread and Jam for Frances by Russell Hoban

Fruit and Vegetable Diary (from MyPyramid.gov curriculum)

Food Group Go Fish (from MyPyramid.gov curriculum)

Food Pyramid chart

- Blast Off Game
- US Department of Agriculture website
- Request for grocery store circulars
-

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.