Unit 4: Nutrition and Fitness

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 22**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In the Nutrition and Fitness unit, students will learn about the importance of foods and the nutrients they provide to the body. Students will also learn that movement is essential to good health.

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that 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.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Essential Questions

How does healthful eating directly affect healthful living? What is the effect of fitness on the body?

Application of Knowledge and Skills...

Students will know that...

- that an exercise routine consists of at least three major parts: warm-up/stretching, activity, cool-down/stretching.
- that foods are classified into five basic food groups.
- that healthful food is important to the health of their bodies.
- that it is important to plan and to eat balanced meals.
- that physical activity benefits total health.

Students will be skilled at...

- demonstrate the ability to separate foods into their appropriate food groups.
- demonstrate the main parts of an exercise routine.
- plan balanced meals/snacks for a day.
- teach others about the benefits of physical activity.

Assessments

- Diagnostic: Other written assessments Students will brainstorm the reasons their bodies need healthy foods. 2.1.2.A.1,2.1.2.B.1,B.2,B.3,2.2.2.B.4
- Diagnostic: Other written assessments Students will identify the sources of food in their diet by creating a drawing of a healthful food and its origins. 2.1.2.A.1,2.1.2.B.1,B.2,B.3
- Formative: Other visual assessments Students will work with a partner to create a balanced meal plan for breakfast, lunch, dinner and snacks. 2.1.2.A.1,2.1.2.B.1,B.2,B.3,2.2.2.B.1,B.4
- Formative: Visual Arts Project Students will work with a group to design a personal food pyramid that will teach the benefits of each food catagory. 2.1.2.A.1,2.1.2.B.1,B.2,B.3,2.2.2.B.1,B.4
- Summative: Dramatization Students will demonstrate the three parts of an exercise routine: warm up, exercise and cool down.
2.1.2.A.1,2.1.2.D.1,D.3,2.5.2.A.1,A.2,A.3.A.4,2.5.2.B.1,B.2,B.3,B.4,2.5.2.C.1,C.2,2.6.2.A.1,A.2,A.3
- Summative: Visual Arts Project Students will make a poster that describes the benefits of physical activity.
2.1.2.A.1,2.1.2.D.1,D.3,2.2.2.B.1,B.4,2.5.2.A.1,A.2,A.3,A.4,2.5.2.B.1,B.2,B.3,B.4,2.5.2.C.1,C.1,2.6.2.A.1,A.2,A.3

Activities

- Brainstorm reasons why people need food.
- Trace the digestive path through the body's system.
- Create a food pyramid and demonstrate the ability to sort healthful foods into the five food groups.
- Make a balanced meal plan for one day.
- Develop a fitness plan.

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
- Provide pictures of healthful foods.
- Provide a blank food pyramid outline.
- Provide sentence strips for informational knowledge of food group benefits.
- Provide a blank menu.
- Provide sentences that describe a fitness plan to be sorted and put in order.

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: warm-up, stretching, cool-down, food groups, blanced meal, exercise

Differentiation to Extend Learning for Gifted Students May Include:

- Create ideas for new menu items to serve in the cafeteria that involve the major food groups. Explain why these new menu items would be a good addition.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
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    - 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

Pyramid Cafe'

Resources

- McGraw-Hill Health and the Health Pyramid Grade 2
- McGraw-Hill on the web: http://www.mhschool.com
- Food Pyramid on the web: http://www.mypyramid.gov
- Mcmillan/McGraw-Hill Health & Wellness Grade 2
- Reader: *Keeping Clean and Fit*
- Reader: *Your Body*
- Reader: *Healthful Foods and You*
- *Foldables* by Dinah Zike
- Differentiated Instruction: Different Strategies for Different Learners by Char Forsten, Jim Grant, and

Betty Hollas

- McGraw-Hill Online
- food pyramid online

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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.