Unit 2: Growth and Nutrition

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 10**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In the Growth and Nutrition unit, students will learn about the stages of life and discuss nutrition and healthful eating habits. The importance of maintaining a healthy lifestyle will be a focus of this unit, as well.

Standards

HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
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.2.1.4.B.4	Interpret food product labels based on nutritional content.

Essential Questions

What causes optimal growth and development? How do nutritional food choices affect health benefits and risks? How can you take care of your muscles and bones?How can a person maintain good health habits?

Application of Knowledge and Skills...

Students will know that...

- Dietary Guidelines are suggested goals to help stay healthy and live longer.
- food labels list the ingredients in the food and also lists the nutrition facts.
- MyPyramid can be used to plan a balanced meal.
- staying physically active, eating low-fat foods, and saying "no" to tobacco are ways to care for their heart.

- the digestive system breaks down food to supply energy to their body.
- the five sense organs work together to carry information to their brain.
- the six main nutrients are carbohydrates, proteins, fats, vitamins, minerals, and water.
- their muscles help them move, and their bones support their weight and build.
- there are five stages of life from birth to death.

Students will be skilled at...

- categorize foods into their food groups.
- compare and contrast between the circulatory and respiratory systems.
- describe the stages of the life cycle.
- describe the ways their muscles work.
- explain how their body is growing.
- follow the Dietary Guidelines to make healthy food choices.
- identify signs that show their body is changing.
- plan a menu for a healthful meal.
- read a food label to find the ingredients and nutrients in the food.

Assessments

- Diagnostic: Other written assessments Students will complete an ABC graphic organizer to organize their prior knowledge on the topic of growth and nutrition. (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)
- Formative: Visual Arts Project Create a poster that lists safety rules for preparing food. Students will draw pictures to accompany the list. (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)
- Summative: Benchmark Assessment (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)

Activities

Create a poster that lists safety rules for preparing food. Students will draw pictures to accompany the list.

Make a Timeline- Conduct research in the library to learn about the changes that happen to people as they grow from birth to this stage of life. When do they learn to walk? When do they start losing baby teeth? Make a timeline showing when changes occur.

Plan a Menu- Some people don't eat meat. They are vegetarians. Plan a healthful menu that does not include meat. The menu should include breakfast, lunch, and dinner.

Donate Food- Hold a grade-level food drive to help families in need.

Foldable to Manage Stress: 1. Identify the signs of stress 2. Identify the cause of stress 3. Do something about the cause of stress 4. Take action to reduce the harmful effects of stress.

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

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: muscles, adolescence, bones, digestive system, senses, nutrients, carbohydrates, proteins, fats, vitamins,

minerals, circulatory system, respiratory system

Differentiation to Extend Learning for Gifted Students May Include:

- create a diagram of one of the body systems and how it flows throughout the body

- detail how the digestive, circulatory, and respiratory systems work together

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

Interview a physical education teacher to discover which activities can make your muscles stronger and flexible.

Math- Graph the servings of each food group you eat for one week.

Writing- Make a list that includes the foods and drinks you had today. Write a paragraph about the nutrients in those foods and drinks. Describe how they help your body.

Resources

Health & Wellness Macmillian/McGraw-Hill 2008

www.mmhhealth.com

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.