Unit 2: Growth and Nutrition

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 11**
Length: **11 Weeks**
Status: **Published**

Unit Overview

In the Growth and Nutrition unit, students will learn about human anatomy, as well as the stages of growth and development throughout the life cycle. Students will also learn about nutrients, MyPyramid, and food labels, and use them to make responsible and healthful food choices. They will learn about food allergies, foodborne illnesses, and how to achieve and maintain a healthful weight.

Standards

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...

- during adolescence, bodies change by going through a growth spurt, sweating more, develop acne, develop a more adult body
- following a healthful diet, exercising regularly, and having regular checkups are ways to age healthfully
- since infancy, they have grown, developed teeth, and started to talk
- the body has seven body systems; each system having a specific job to do
- the Dietary Guidelines include consuming an appropriate number of calories per day as well as being physically active

- there are four stages of the life cycle starting with infancy and ending with adulthood

Students will be able to...

- compile healthful meals and snacks
- describe how the human body is organized
- describe the structure and functions of the skeletal system, the muscular system, the digestive system, the circulatory system, the respiratory system, and the nervous system
- describe ways that they have changed since birth and how they are changing during childhood, adolescence, and adulthood
- explain how the body systems work together
- explain why their body needs water, vitamins, and minerals
- read food labels

Assessments

- Summative: Benchmark Assessment (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)
- Formative: Other written assessments Write a Script- Write a script about nutrition and a balanced diet to present to your classmates. Demonstrate how to choose healthful foods and give examples of healthful snacks. (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)
- KWL Chart Diagnostic: Other oral assessments Pre-evaluation of student understanding about growth and nutrition (2.1.4.A.2, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)

Activities

Write a Script- Write a script about nutrition and a balanced diet to present to younger students in your school. Demonstrate how to choose healthful foods and give examples of healthful snacks.

Make a Chart- List your five favorite foods in a chart. Add information about the amount of each food, how many calories are in a single-serving, and what the fat and fiber counts are in each. Decide which of the foods is most healthful.

Design an Ad- Create an advertisement that promotes a healthful food such as oatmeal. Think about what information should be in your ad. What might your ad say or show that would make people want to eat oatmeal?

Write a Guidebook- Choose a food group. In small groups design two pages describing the food group. Show examples of food in that group and identify how the food group fits into MyPyramid. Compile the pages into the book and photocopy the guide.

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: infancy, adolescence, adulthood, body system, vitamins, minerals

Differentiation to Extend Learning for Gifted Students May Include:

- Develop a cooking lesson based on nutritional needs. Compile the materials and make a cooking video.

- 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

Writing- Write a paragraph describing how you might look as an adult. Tell what you might do for a job. Describe how you might have changed over the years.

Make a chart to track the foods you eat for one week. At the end of the week, analyze your food choices. What kinds of foods do you eat most often? Which foods are good sources of carbohydrates? At what meal do you eat most of these foods?

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.