Unit 4: Growth and Nutrition

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 29**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In the Growth and Nutrition unit, students will learn about the human body and how it changes as a person grows and develops. Topics include the stages of life, puberty, and human sexuality. One of the lessons on puberty is taught by the school nurse to the boys and to the girls in separate sessions. The Growth and Nutrition unit also focuses on nutrition and healthful eating habits throughout life. Topics include basic nutritional needs, how to achieve a balanced diet using MyPyramid, how to interpret food labels, and how to maintain a healthful weight.

Standards

HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.

Essential Questions

- What causes optimal growth and development?
- How do nutritional food choices affect health benefits and risks?

Application of Knowledge and Skills...

Students will know that...

- current and future health wellness is dependent upon everyday lifestyle choices
- during puberty, a child's body begins to look more like an adult's body
- girls usually experience a growth spurt before boys
- key terms for this unit include: infancy, childhood, adolescence, adulthood, MyPyramid, Dietary Guidelines, calories, heredity
- MyPyramid can be used to plan a balanced meal
- personal preference, family, emotions, advertising, peers, cost, and availability can influence the food choices you make
- puberty occurs during adolescence
- the benefits of positive food choices are staying healthy and having energy
- the Dietary Guidelines include consuming an appropriate number of calories per day as well as being physically active
- the following changes occur during puberty: your body becomes capable of reproducing, hair grows in new places, perspiration develops an odor, your critical thinking skills improve, and you may feel strong emotions and mood swings
- the life cycle consists of the stages of life from birth to death
- the Nutrition Facts Label gives you information about the nutrition in a particular food
- the risks of poor food choices are obesity, deficiency diseases (such as anemia), and high cholesterol

Students will be able to...

- demonstrate understanding of a nutrition facts label by selecting healthy foods
- describe changes that occur in each stage of life
- describe how to use MyPyramid to plan a balanced diet
- describe the changes that occur during puberty
- discuss the use of hygiene products
- explain how developing healthful habits helps you throughout life
- explain how heredity and environment affect growth
- explain the importance of the Dietary Guidelines
- identify influences on food choices

Assessments

- Growth and Nutrition Benchmark Summative: Benchmark Assessment (2.1.6 A2, B1-4, 2.4.6 B1)
- Meal Plan Formative: Instructional/Assessment Focus Students will create two similar meal plans. One meal should be created using healthier products. Students will then compare the nutritional content of each meal. (2.1.6 B3 & B4)
- Quiz Formative: Instructional/Assessment Focus Assess on four stages of life. (2.1.6 A2)
- Word-Splash Diagnostic: Instructional/Assessment Focus Give a word-splash of key terms to assess prior knowledge. (2.1.6 A2, B1-4, 2.4.6, B1)

Activities

- **Plan a Menu**- Students create a balanced menu
- **Stages of Life**- Students create a mini-poster showing themselves in each stage of life. Students can use photos and magazines to project their future stages.
- **Family Life**- Students meet with the school nurse to learn about human sexuality.
- **Write a Commercial-** Write a radio script to advertise a favorite healthful food. Students can create a jingle or slogan and should include information about how it helps the body.

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: puberty, growth spurt, infancy, childhood, adolescence, adulthood, MyPyramid, Dietary Guidelines, calories, heredity, reproducing, life cycle, nutrition, obesity, deficiency disease, cholesterol

Differentiation to Extend Learning for Gifted Students May Include:

- 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

- **Social Studies/Writing**- Students select a special occasion when their families eat a particular meal or traditional foods. Students should write a personal narrative about the occasion they choose and describe the foods included and what factors influence these food choices.
- **Math Graph Activity**- Survey your classmates on their physical activity and make a graph displaying the data.

Resources

Health and 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.
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.