Unit 2: Nutrition and Physical Activity

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 7**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In the Nutrition and Physical Activity unit, the students will study the factors that contribute to good physical health, including nutrition and physical activity.

Standards

HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
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.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.

Essential Questions

- How do you determine appropriate portion sizes?
- What are the consequences of our choices in terms of wellness?

- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?

Application of Knowledge and Skills...

Students will know that...

- How to maintain a healthy weight
- How to avoid injuries during exercise
- The different ways physical activity can improve your health
- The names of the five food groups and how much of each group is required in one's diet
- Which foods to limit or avoid in one's eating plan
- Why food choices are important

Students will be able to...

- Describe the kinds of foods bodies need.
- Describe ways to achieve and maintain strength, endurance and flexibility.
- Describe ways to maintain a healthy weight.
- Describe ways to promote safety and avoid injuries while exercising.
- List examples of servings from each of the five basic food groups.
- List the six categories of nutrients and appropriate food sources for each.

Assessments

- Unit test Summative: Written Test The students will take a unit test to assess their understanding of the unit content. 2.1.6.B.1 ,2.1.6.B.2,2.1.6.B.3 , 2.1.6.B.4 ,2.1.6.A.1, 2.1.6.A.22.1.6.D.1 ,2.6.6.A.1, 2.6.6.A.2 ,2.6.6.A.4 ,2.6.6.A.5
- Nutrition and Physical Activity Pre-Test Diagnostic: Written Test Pre-test will assess student knowledge of proper nutrition and effective physical activity. 2.1.6.A.1 ,2.1.6.A.2 ,2.1.6.B.1 ,2.1.6.D.1,2.2.6.E.1,2.6.6.A.1 ,2.6.6.A.2
- Quiz Formative: Written Test Written quiz on nutrition and physical activity. 2.1.6.B.1 , 2.1.6.B.2 , 2.1.6.B.3, 2.1.6.B.4 ,2.6.6.A.5

Activities

Workbook Packet from Teen Health 1

Have students explain why they prefer certain foods.

Review food guide pyramid and have students track for one day everything they eat and drink. Students will then compare what they eat to the pyramid and see where they need to improve their diet.

Review actual food labels students bring to class. What signifies *good* and *bad* ingredients?

List favorite activities and share their benefits.

Describe a favorite activity and explain safety measures, equipment and muscles that are required.

Discovery Education Video- "Water and Exercise"

Ticket to Leave- Daily

Health Review Jeopardy

Chapters four and five tests

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: food groups, strength, endurance, flexibility

Differentiation to Extend Learning for Gifted Students May Include:

- Enrichment- Challenge essay on summative assessment
- Tiered activities to challenge each student. Divide class into six groups and assign each group a different vitamin. Have groups work together to research the importance of and natural sources of their vitamins and present orally.

- 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

Physical Education- Discuss fitness programs as well as benefits of physical activity.

Science- Determine the minerals the body needs and why they are important.

Math- Compute calories needed and burned to determine weight loss and gain.

Social Studies- Explore the origins of sports that are commonly played in the United States.

Resources

Teen Health I- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=70578ADF-E5BD-4F5E-9C31-9015C0C9AAF8&blnFromSearch=1&productcode=US

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.