# Unit 2: Food and Nutrition

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 6**
Length: **4 Weeks**
Status: **Published**

## Unit Overview

The students will  learn about the important roles physical activity and nutrition play in the development and maintenance of total health.

## Standards

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| HPE.2.1.8.A.1 | Assess and apply Health Data to enhance each dimension of personal wellness. |
| HPE.2.1.8.A.3 | Relate advances in technology to maintaining and improving personal health. |
| HPE.2.1.8.A.4 | Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. |
| HPE.2.1.8.B.1 | Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. |
| HPE.2.1.8.B.2 | Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. |
| HPE.2.1.8.B.3 | Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. |
| HPE.2.1.8.B.4 | Analyze the nutritional values of new products and supplements. |
| HPE.2.1.8.C.2 | Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. |
| HPE.2.1.8.C.3 | Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. |
| HPE.2.1.8.D.1 | Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. |
| HPE.2.1.8.D.4 | Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. |
| HPE.2.1.8.E.1 | Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. |
| HPE.2.1.8.E.2 | Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. |
| HPE.2.1.8.E.3 | Explain how culture influences the ways families and groups cope with crisis and change. |
| HPE.2.2.8.B.1 | Predict social situations that may require the use of decision-making skills. |
| HPE.2.2.8.B.2 | Justify when individual or collaborative decision-making is appropriate. |
| HPE.2.2.8.B.3 | Analyze factors that support or hinder the achievement of personal health goals during different life stages. |
| HPE.2.2.8.C.1 | Analyze strategies to enhance character development in individual, group, and team |

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| | activities. |
| HPE.2.2.8.D.2 | Defend a position on a health or social issue to activate community awareness and responsiveness. |
| HPE.2.2.8.E.1 | Evaluate various health products, services, and resources from different sources, including the Internet. |
| HPE.2.2.8.E.2 | Compare and contrast situations that require support from trusted adults or health professionals. |

## Essential Questions

- How are food choices influenced by culture and tradition?
- What influence do family, peers, and the media have on food choices throughout life?

## Application of Knowledge and Skills...

## Students will know...

- How the digestion process works once food enters the body.
- How to choose nutrient-rich foods.
- Their individual healthy weight range based on height and age.
- What factors influence people's diets.
- Why it is important to eat a healthy breakfast.

## Students will be able to...

- Describe healthful ways to manage their weight.
- Discuss health habits that are essential to taking care of the digestive and excretory systems.
- Discuss the importance of nutrient-dense snacks and identify examples.
- Explain how to use the FGP to make healthy food choices.
- Explain how wastes are removed from the body.
- Identify and discuss common eating disorders.
- Identify the six major categories of nutrients
- List suggestions that can help in planning nutritious meals.
- Read and interpret a nutrition facts label

## Assessments

- Chapter Quiz
- Diagnostic: Sample Assessment Item
- Food and Nutrition Chapter Test
- Food and Nutrition Pre-Test
- Formative: Other written assessments
- Pre-test will assess student knowledge of food and nutrition. 2.1.8.A.1,3, 2.1.8.B.2,4, 2.1.8.C.2-3, 2.2.8.C.1, 2.2.8.D.2
- Summative: Written Test
- The students will take a unit test to assess their understanding of unit content. 2.1.8.A.1-3, 2.1.8.B.1-4, 2.1.8.C.2-3, 2.1.8.D.1,4, 2.1.8.E.1-3, 2.2.8.A.1-2, 2.2.8.B.1-3, 2.2.8.C.1, 2.2.8.E.1-2
- Written quiz on food and nutrition. 2.1.8.A.4, 2.1.8.C.2-3, 2.1.8.D.4, 2.1.8.E.1,3, 2.2.8.A.1-2

## Activities

Workbook packet fromTeen Health 2

Discovery Education-Nutrition Labels: Our Guides to Healthy Eating.

Describe the six major nutrients and how they help the body.

Review food labels and explain how to read them. Discuss how ingredients and serving size are listed.

Review the food guide pyramid and have students keep track (for two days) of everything they consume. Students will then compare what they eat to the pyramid food choices to see where they need to improve their diet.

Describe the importance of the three main meals and how to plan healthy meals.

Discuss the process of digestion and excretion and how they relate to the break down of foods that are eaten.

Students will be provided with handouts on the digestive process.

Review BMI (Body Mass Index)- Students will review ways to assess their body size, taking their height and weight into account. If students are interested, they may review their BMI privately.

Chapter four test

Nutrition Labels: Our Guides to Healthy Eating

## 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: nutrients, digestion, excretory system, eating disorder, BMI

**Differentiation to Extend Learning for Gifted Students May Include:**

- Tiered Activities- When calculating BMI, students will be given a formula; calculators may or may not be utilized

- 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

**Science**- Have students investigate the differences between types of sugars: dextrose, fructose, lactose, maltose and sucrose.

**Math**- calculating BMI

## Resources

**Teen Health 2- Glencoe McGraw-Hill**

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=E726758C-64D9-4AEE-BEAE-8697A40C1B6D&blnFromSearch=1&productcode=US

## 21st Century Skills

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| 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. |