Unit 2: Nutrition for Health

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

Unit Overview

In this unit, students will discover how fitness and nutrition influence the three sides of the health triangle. The value of healthy nutrition and fitness choices will be emphasized.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
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.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.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
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.2	Analyze to what extent various cultures have responded effectively to individuals with

	disabilities.
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 does one address negative influences when making decisions about personal health?
- How are food choices influenced by culture and tradition?
- What role do family, peers, and the media play on food choices throughout life?

Application of Knowledge and Skills...

Students will know that...

- How your body uses various nutrients.
- Resources that can help you make positive food choices.
- The difference between appetite and hunger.
- The importance of eating regular meals.
- Why your body needs nutritious food.

Students will be skilled at...

- Discuss the ways to balance the different foods they eat.
- Explain why the body needs nutritious food.
- Identify the benefits of a healthful breakfast.
- List the six types of nutrients and explain how the body uses them.

Assessments

- Nutrition Quiz Formative: Other written assessments Written quiz on nutrition. 2.1.8.B.1-2, 2.1.8.C.2-3, 2.1.8.E.3, 2.2.8.B.1-3
- Nutrition Pre-Test Diagnostic: Written Test Pre-test will assess student knowledge on nutrition. 2.1.8.A.1-4, 2.1.8.C.2-3

- Nutrition Unit Test Summative: Written Test The students will take a unit test to assess their understanding of the unit content. 2.1.8.A.1-4, 2.1.8.B.1-3, 2.1.8.C.2-3, 2.1.8.E.1,3,4, 2.2.8.A.1-2, 2.2.8.B.1-3, 2.2.8.C.2, 2.2.8.D.2, 2.2.8.E.1-2

Activities

Workbook packet from Teen Health 3

Have students explain the strongest influences when making food choices.

Have students make a list of five foods they like and five foods they dislike; then identify which ones are healthy.

Identify the six main nutrients and their effects on the body.

Have students create a day's healthful menu utilizing foods that they enjoy.

Explain the food guide pyramid and the servings that belong to each category.

Ticket to Leave- daily

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

Chapter ten test

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: nutrition, appetite, hunger

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

Science- Divide the class into groups and assign each group a vitamin. Have each group investigate the benefit of the vitamin, the problems that may result from the lack of it, and the foods that are enriched with it.

Resources

Teen Health 3- 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

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.