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Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Grade 11

Unit 1 - Nutrition

Belleville Board of Education

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Unit Overview

Throughout the Nutrition unit the students will learn healthy eating habits and how to count calories as well as analyze nutrition labels. They will be given the knowledge of the My Plate Guidelines and how to eat a balanced diet. Within this unit the students will focus on the difference between BMI and Body Fat Percentage. They will measure their own BMI and then analyze how measurements are taken for Body Fat Percentage. The importance of understanding the healthy ranges of BMI and Body Fat Percentage will be discussed. Students will learn the benefits of leading a healthy lifestyle. The 6 categories of Nutrients will be identified and how they provide the body with energy. Students will learn to compare and contrast healthy vs non-healthy carbohydrates, fats and proteins.

Enduring Understanding

- Students will learn how to calculate their BMI.
- Students will understand the MyPlate Guidelines and what is appropriate food intake.
- Students will learn the terms calorie, metabolism, cholesterol
- Decision-making can be affected by a variety of factors that may not be in a persons' best interest.
- There are many short and long term health benefits, and risks associated with food choices.

Essential Questions

- Why might educated people make poor health decisions?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- How do I overcome negative influences when making decisions about my personal health?
- What are nutrients?
- Where would you find nutrients?
- Why was the Food Pyramid Replaced by MyPlate?
- How do you calculate the calories in a food based on the Nutrition Label?
- How do you calculate the number of teaspoons of sugar in a beverage?
- What are the 3 energy producing nutrients?
- What are the 3 non-energy producing nutrients?
- What nutrient leads to hypertension if eaten in excess?
- What are the Dietary Guidelines for Americans?
- Why do we have Dietary Guidelines for Americans?
- What food choices help us follow the Dietary Guidelines?
- What are the major factors influencing my food choices?
- Why should I prioritize nutrition/health when making food choices?
- What would help me to make better food choices?
- What types of media influence your food choices?
- What positive and negative media food messages do children and teens encounter?
- How can media impact on food and physical activity choices?
- How do food/beverage companies try to trick us with various advertising techniques?
- How does information on a nutrition facts label help me determine the best food choices?
- What nutrients found on labels need to be controlled to increase chances of staying healthy?
- What do common nutrition terms mean?
- What nutrients give me energy?
- What types of food provide protein, fiber, saturated fats, trans fat and natural sugar?
- How do I calculate my BMI?
- Why is BMI not an accurate depiction of health?

- What are the benefits of vitamins and minerals?
- What are the negative impacts of eating fast food?
- How can food allergies affect my diet?
- How can we tell if a food or beverage contains an allergen?

Exit Skills

- Attend to personal health and well-being.
- Consider the environmental, social and economic impacts of healthy decision making.
- Make educated decisions about food selection and meal planning.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family,

	community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
HPE.2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

Interdisciplinary Connections

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
MA.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
6-8.MS-PS1-6.PS1.B.1	Some chemical reactions release energy, others store energy.

9-12.HS-LS2-3.5.1	Energy drives the cycling of matter within and between systems.
9-12.HS-LS2-4.5.1	Energy cannot be created or destroyed— it only moves between one place and another place, between objects and/or fields, or between systems.

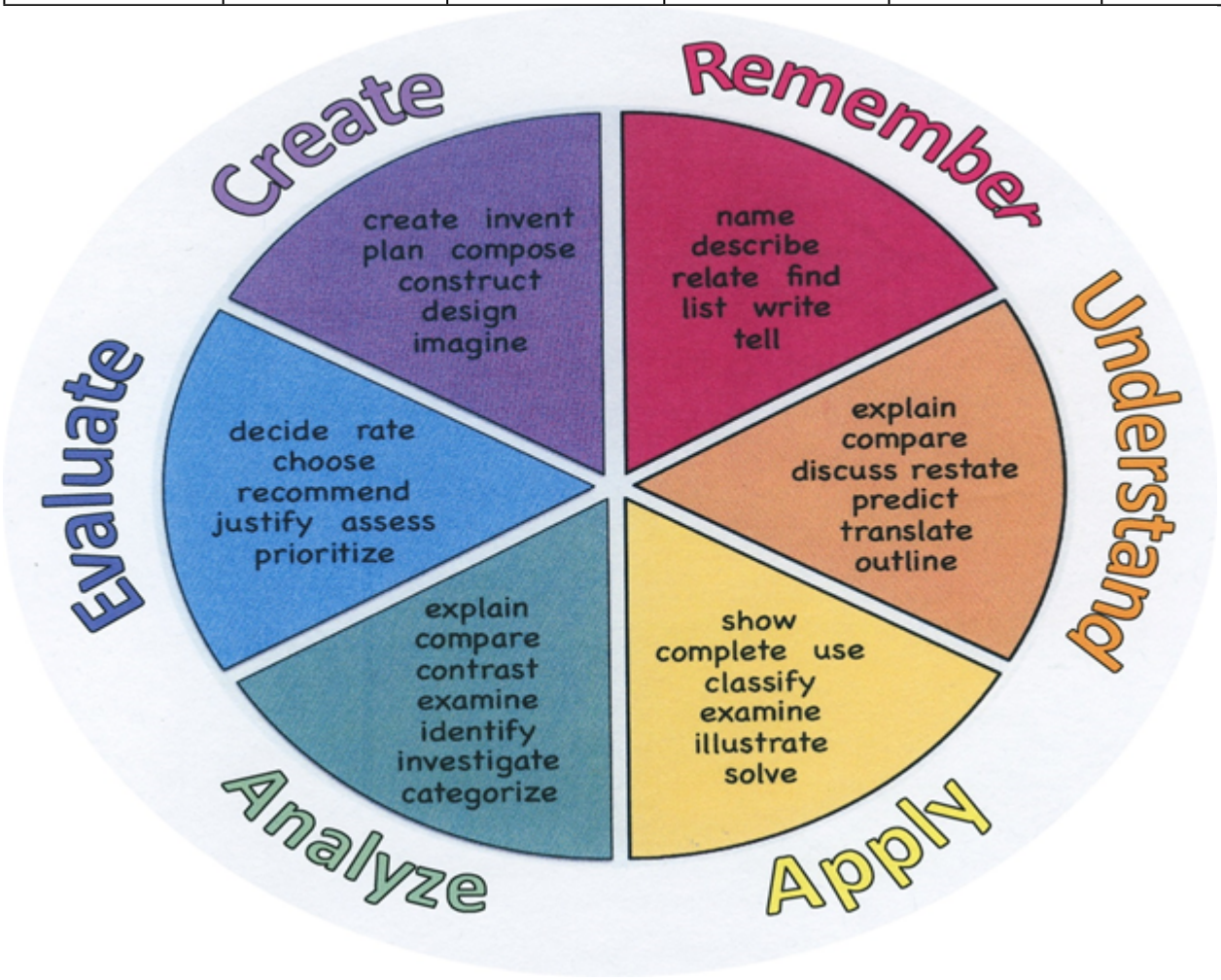
Learning Objectives

- SWDAT Analyze their eating habits to determine if they are leading a healthy lifestyle.
- SWDAT Discuss the way food is processed, grown and prepared.
- SWDAT Identify the recommendations of nutrition paired with exercise.
- SWDAT Analyze and evaluate the information on a nutrition label.
- SWDAT Identify health problems associated with being overweight and underweight.
- SWDAT Compare and contrast sugar content in a variety of beverages.
- SWDAT Identify ways to incorporate healthy beverages into their lifestyle.
- SWDAT Assess how the Dietary Guidelines for Americans (MyPlate) can help you plan a healthy diet.
- SWDAT Describe the roles that carbohydrates, fats, and proteins play in your body.
- SWDAT Identify and Classify the types of nutrients that supply your body with energy.
- SWDAT Explain how the body obtains energy from foods.
- SWDAT Compare and Contrast Simple and Complex Carbohydrates.
- SWDAT Distinguish the difference between Saturated and unsaturated fats.
- SWDAT Determine if a food or beverage contains an allergen.
- SWDAT Explain the effects of a food allergy.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			

	Discuss Estimate Extrapolate Generalize Predict	Modify Operate Subtract			



Suggested Activities & Best Practices

- "Post-It Parade"
- "What Stuck With You?" Exit Slips
- Active Learning
- Board rotation
- Buzz Session
- Complex and Simple Carbs Crossword puzzle
- cooperative learning activities
- Discussion
- Group Text Reading
- Healthy Eating Kahoot!
- Nutrition BINGO
- Peer Review
- Problem Solving
- Super Size Me Movie Application
- Think, Pair, Share

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

- "What Stuck With You?" Exit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- KWL Chart
- Learning Center Activities

- MyPlate Webquest
- Nutrition Journals
- Nutrition Kahoot!
- Nutrition Research Powerpoint Presentation
- Nutrition Unit review/Test prep
- Nutrition Unit Test (Multiple Choice, Fill in, Reading a Nutrition Label, Short Response.)
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Written Reports

Primary Resources & Materials

Mc Graw Hill Education - Glencoe Comprehensive Health and Physical Education Virtual Textbook

- Chapter 1 Understanding Health and Wellness - Lessons 1, 2, 3 and 4 (with Spanish Translation)
- Chapter 10 Nutrition for Health - Lessons 1, 2, 3 and 4 (with Spanish Translation)
- Chapter 11 Managing Weight and Eating Behaviors - Lessons 1, 2 and 3 (with Spanish Translation)
- Chapter 12 Physical Activity and Fitness - Lessons 1, 2, 3 and 4 (with Spanish Translation)

Ancillary Resources

Supplemental Teacher Material

- "Healthy Eating and Nutrition" Slideshow presentation
- "Health Eating and Nutrition" Notes

- MyPlate Webquest
- MyPlate Worksheet
- "Nutrition Labels and Packaging" Slideshow Presentation
- "Nutrition Labels and Packaging" Notes
- "Food Label Analysis" Worksheet
- "Food Label Comparison" Worksheet
- "Rethink Your Drink" Slideshow Presentation
- "Rethink your Drink" worksheet
- Calculating Sugar worksheet
- "Supersize Me" slideshow Presentation
- "Supersize Me" movie packet
- "Supersize Me" Discussion
- Nutrition Review Packet
- Nutrition Test

Technology Infusion

Smart TV - (Healthy Eating, Nutrition Labels, Rethink Your Drink and Supersize me Slideshow presentations)

Youtube - How to read a food label video

Supersize Me Documentary

MyPlate Webquest

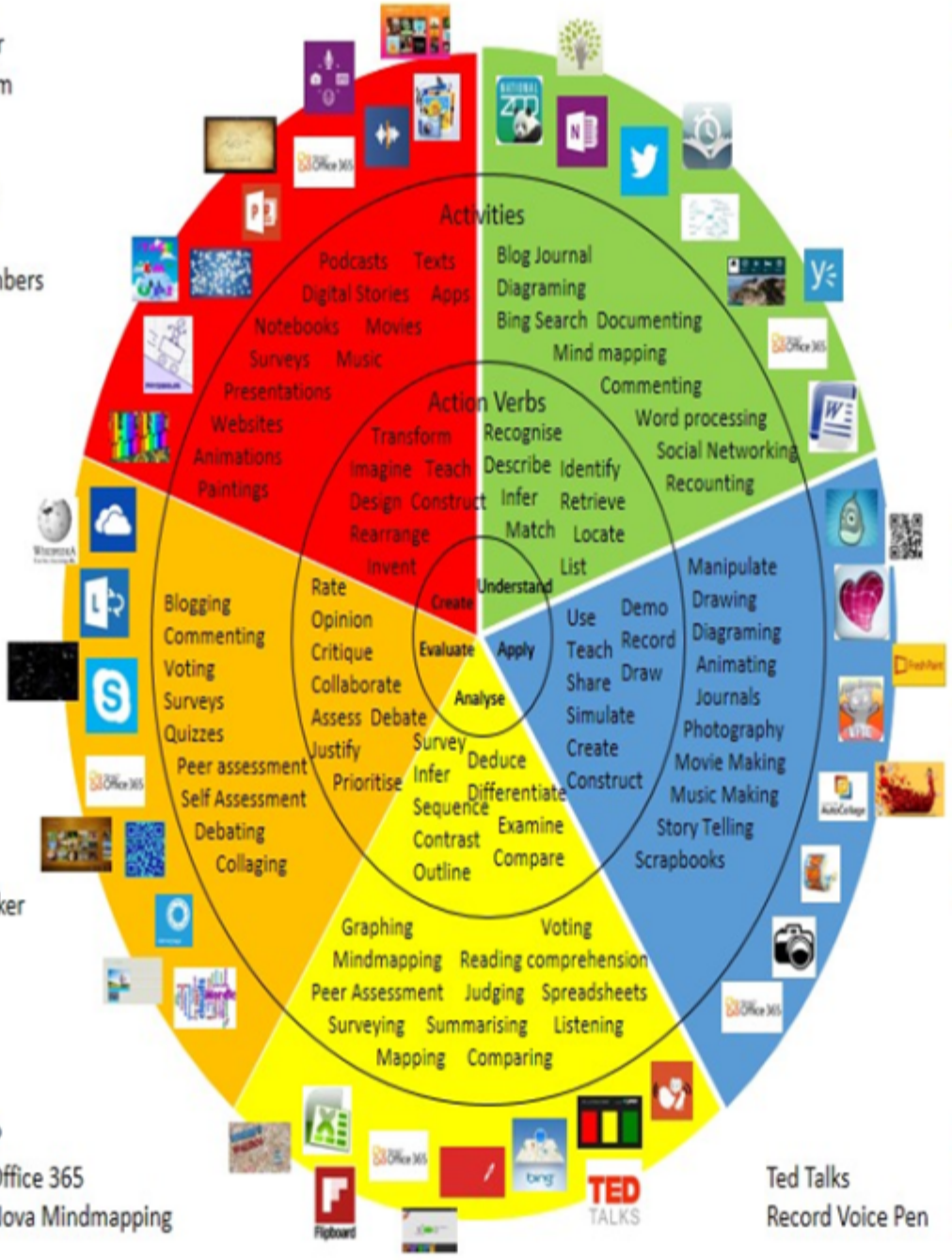
Slideshow Presentation Project

Healthy Eating Kahoot!

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Choice of creating a powerpoint, poster or pamplet
- Notes posted on Google Classroom to reference
- Printed notes
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Informational Videos
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Kahoot!
- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;

- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Nutrition - "Rethink Your Drink"

NJSLS: (Attached)

Interdisciplinary Connection: English literacy, Science

Statement of Objective:

SWDAT Analyze nutrition facts labels to compare and to contrast sugar content in a variety of beverages.

SWDAT Identify ways to incorporate healthy beverages into their lifestyle.

Do Now: Teacher will introduce the "Rethink your Drink" educational campaign to the class. Teacher will display several different beverage bottles and discuss the sugar content with the class. Teacher will then display a clear plastic bag of the amount of sugar for each of the drinks. Students will compare and contrast.

Learning Activity: Through the use of powerpoint, video analysis and discussion, students will identify what empty calories are, other names for "sugar", how to covert grams of sugar into teaspoons and determine what the recommended daily sugar consumption amount is for both males and females.

Student Assessment/CFU's: "what stuck with you?" exit slips, Class Participation, Handout

Materials: Powerpoint, Smart TV, Notebook, Writing utensils, Handout, Beverage bottles, Sugar measurements

21st Century Themes and Skills: Healthy Literacy, Life and Career Skills

Differentiation/Modifications: Visual Presentation, Printed copy of notes/presentation, Rephrase written directions, Pairing oral instructions with visuals, Added time to complete assignments

Integration of Technology: "Rethink Your Drink" Powerpoint, Smart TV, "Empty Calories" video

HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

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