Unit 1: Nutrition

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Course(s): **Health 8**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education

Unit 1 Grade 8- Nutrition

Belleville Board of Education

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Board Approved:

Unit Overview

- The Theme of this Unit is to provide 8th grade students with a basic knowledge about Nutrition. They will cover various topics in this Unit giving them an important understanding of creating a healthy diet.
- Educating students of proper nutrition at a young age will allow them to live healthy and active lifestyles.
- Topics:
- **1. Nutrients your body need,**
- **2. Creating a Healthful Unit, Plan**
- **3. Managing your weight,**
- **4. Body Image and Eating Disorders**
- **5, Giving students the foundation for managing their Health and Nutritional Goals.**

Essential Questions

1. What food listed in the table is a good source of both calcium and vitamin A?
2. Identify foods that are good sources of each of the listed vitamins and minerals
3. Which factor listed in the figure is most likely to be a positive influence on your food choices?
4. What are the characteristics of foods represented by the larger portions of the plate?
5. Predict What are some short-term and long-term benefits of healthy eating?
6. Explain Why is it often difficult to tell if a person has an eating disorder?
7. Expository Writing Write an essay that explains clearly how teens can use MyPlate to guide their food choices. Explain how individuals can meet their nutrient needs by choosing wisely from the food groups?
8. Narrative Writing Write a story about a teen who is concerned about his or her body image. What advice might you give this teen?
9. How does the use of pesticides on crops directly effect climate change

Enduring Understanding

- **Lesson 1:** Identifies nutrient groups the body needs, the benefits of good nutrition, nutrient-rich foods, and the information on food labels.
  Lesson 2: Details MyPlate, ways to determine nutrient needs, and how to plan nutritious meals.
  Lesson 3: Lists benefits of a healthy body weight and tips for maintaining a healthy weight.
  Lesson 4: Examines body image, BMI, and influences on body image.
- **The Footnote on the Nutrition Facts Label, Tips for Handling Food Safely, Teensand Diet Trends, The Importance of Serving Size, Healthy Eating on a Budget,Recovery Programs for Eating Disorders**
- Provide Basic Nutritional information. My Plate, essential nutrients, managing body weight, understanding body image
- ELA, Science, Social Studies. Adult Life Connection: Educating students of proper nutrition at a

young age will allow them to live healthy and active lifestyles.
- Health Inventory Activity

Class Discussion Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes.

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion

Foldable or Study Organizer Students are instructed to create a Foldable for Lesson 1 and a study organizer for all additional lessons

Guided Notes in the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided.

- Students can revisit their created Nutritional guides they created during the lesson.

Exit Skills

1. What food listed in the table is a good source of both calcium and vitamin A?
2. Identify foods that are good sources of each of the listed vitamins and minerals
3. Which factor listed in the figure is most likely to be a positive influence on your food choices?
4. What are the characteristics of foods represented by the larger portions of the plate?
5. Predict What are some short-term and long-term benefits of healthy eating?
6. Explain Why is it often difficult to tell if a person has an eating disorder?
7. Expository Writing Write an essay that explains clearly how teens can use MyPlate to guide their food choices. Explain how individuals can meet their nutrient needs by choosing wisely from the food groups?
8. Narrative Writing Write a story about a teen who is concerned about his or her body image. What advice might you give this teen?

New Jersey Student Learning Standards (NJSLS)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used

2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Interdisciplinary Connections

ELA

Science

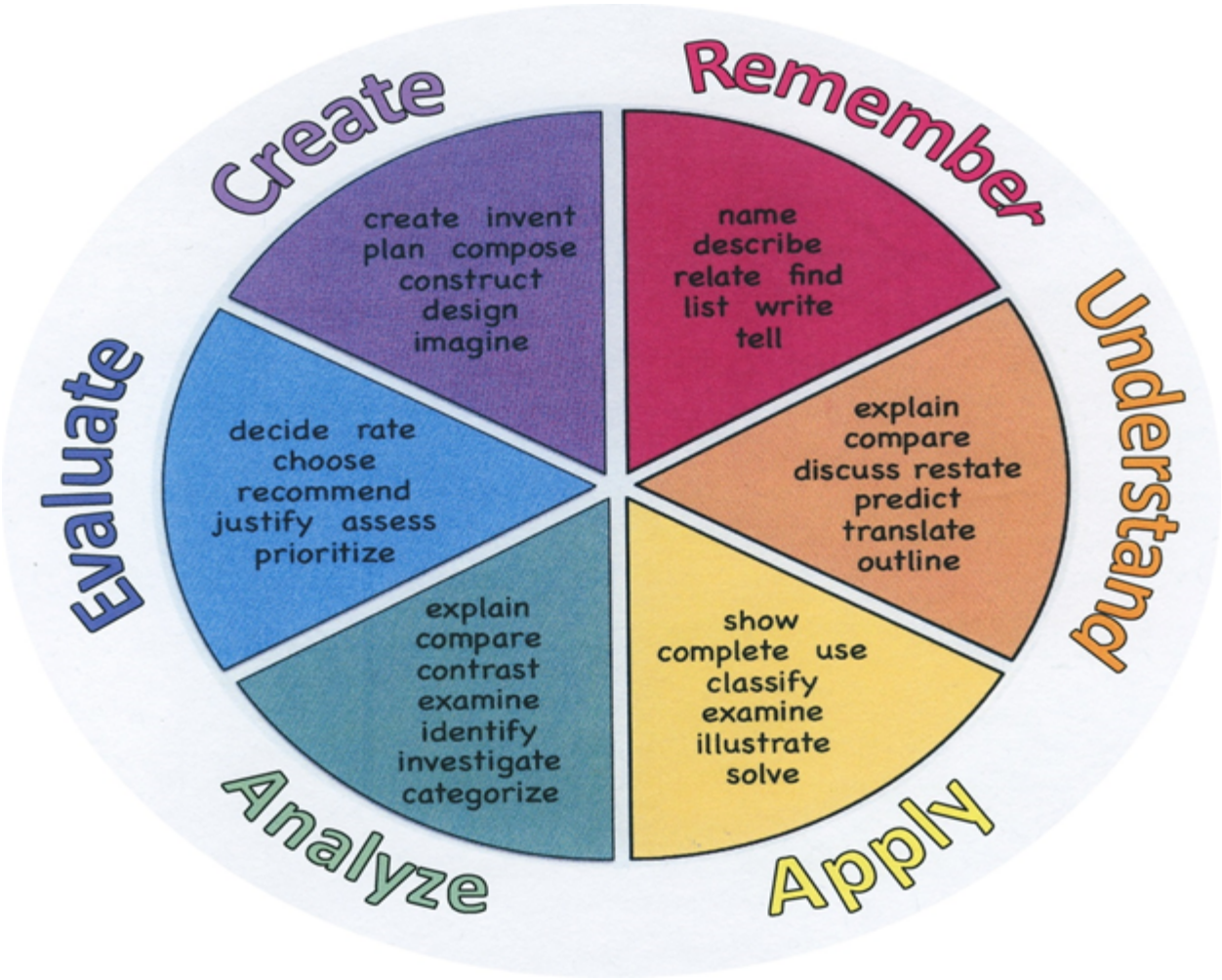
Social Studies

6.2	World History/Global Studies
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. Constructing Explanations and Designing Solutions

Learning Objectives

- Students will be able to identify the 6 different nutrient groups the body needs,
- Students will be able to explain what are the benefits of having good nutritional plan,
- Students will be able to distinguish what are nutrient-rich foods,
- Students will be able to read a food label
- Students will be able Memorize the different sections of MyPlate,
- Students will be able determine nutrient needs
- Students will be able generate and plan nutritious meals.
- Students will be able list the benefits of maintaining a healthy body weight and tips for maintaining a healthy body weight.
- Students will be able explain how does one maintain a healthy body image,
- Students will be able define what is BMI
- Students will be able point out what are influences on body image.

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	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Lesson **1: Reading StrategyAnalyzing a Graphic** Have students read the information in the table of vitamins and minerals. Then have students examine various foods' Nutrition Facts labels for information about their vitamin and mineral content. Ask students to work as a class to identify foods that are good sources of each of the listed vitamins and minerals.

Lesson 2: **Active Learning Slogan** Divide the class into small groups. Ask students to discuss in their groups the characteristics of slogans with which they are familiar. Have each group choose one recommendation for good nutrition from the lesson. Then have each group devise a slogan that sums up its chosen

recommendation.

Lesson 3: **Foldable or Study Organizer** Students are instructed to create a Foldable® for Lesson 1 and a study organizer for all additional lessons

Lesson 4: **Health eSpotlight Video** Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion, asking:

Assessment Evidence - Checking for Understanding (CFU)

- Create Original Audio Summaries (summative assessment)
- Hands-On Health (formative assessment)
- Reading Review (formative assessment)
- Study Aids (formative assessment)
- Assessments (summative assessment)
- Chapter Assessment (summative assessment)
- eAssessment (summative assessment)
- Enrichment Activities (formative assessment)
- Reteaching Activities (formative assessment)
- Decision-Making Activities (alternative assessment)
- Health Labs (summative assessment)
- Parent Letter and Activities (formative assessment)
- Universal Access Activities (formative assessment)
- Homework (formative assessment)
- Do Nows (formative assessment)
- Exit Slips (formative assessment)
- Projects (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health Textbook

Ancillary Resources

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not not needed or used.

- Newsela
- Brain PoP
- Kidshealth.org
- Google Classroom
- McGraw Hill Connect Ed

Technology Infusion

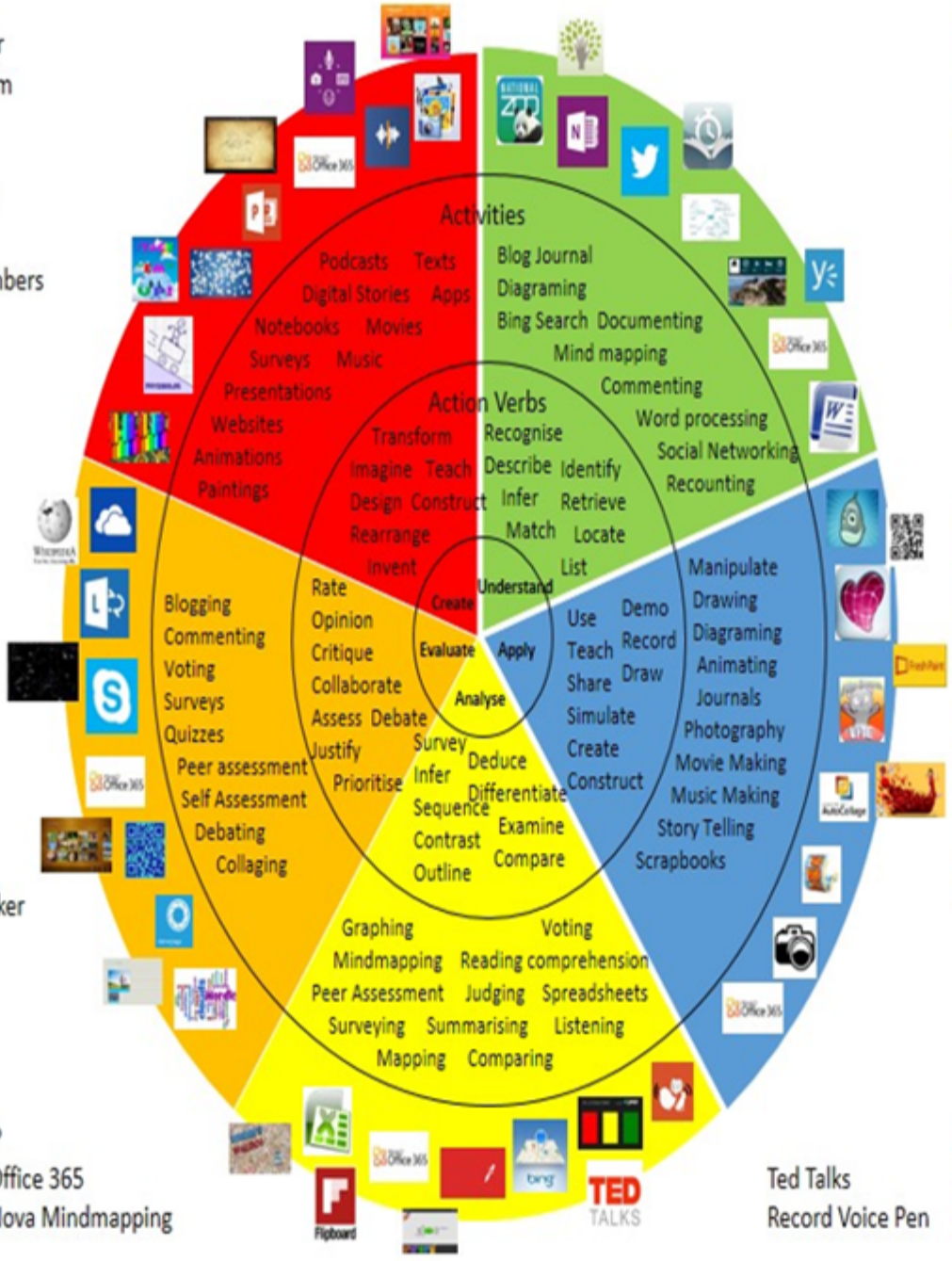
Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube

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
Flipboard
Office 365
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

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

Civic Literacy

Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Assessments

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Differentiations:

- Small group instruction
- 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:

- 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

- 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)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- 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

NJSLS: See Linked Standards

Interdisciplinary Connection: ELA, Social Studies

Statement of Objective:

- Students will be able to identify the 6 different nutrient groups the body needs,
- Students will be able to explain what are the benefits of having good nutritional plan,
- Students will be able to distinguish what are nutrient-rich foods,
- Students will be able to read a food label

Anticipatory Set/Do Now:
-Have the students complete their journal entry. Explain the importance of nonverbal communication and why its important in sports. Give a few examples
- Turn and talk with a neighbor about what your wrote.

Learning Activity:
Before You Read

Building Vocabulary Vocabulary terms appear in yellow highlighted and bolded text in the online program. Clicking on the vocabulary term will open a pop-up box to reveal English and Spanish definitions.
Have students write a description of the difference between appetite and hunger.

Health Skills Practice
Analyzing Influences Have students discuss food advertisements they have seen on television. Ask: What methods do advertisers use to make you want to buy the foods in the advertisements? [Sample answer: *Students may note that commercials show happy-looking people enjoying the food.]* **OL**

Reading Strategy

Analyzing a Graphic Have students examine the diagram of the MyPlate system. Explain that the plate shows the role of each food group in a balanced eating plan. Ask: Which group of foods is represented by the largest section of the plate? [*vegetables]*Ask: What are some examples of foods in that group? [*carrots, spinach, broccoli, squash]*

Active Learning for Younger Students Have students choose one of the following: create a song, board game, or piece of art work that could be used to teach younger students about the MyPlate system. Have students explain how their own understanding of the material improved as they planned ways to teach younger students.

Active Learning
Classifying Give students a blank copy of a MyPlate. Pair students and ask them to draw pictures or cut food photos from magazines. Have the students work together to place the pictures or photos on the blank copy of MyPlate in the correct categories.

Health Skills Practice
Decision Making Ask: How can the information about MyPlate be used to make healthful food decisions? Sample answer: *I can keep track of the foods from each group I've had in a day and select the foods from the groups from which I still need to choose.*

Writing Support
Expository Writing Have students write an expository paragraph that gives tips on how to keep variety, moderation, and balance in your diet. Remind students that expository writing shares knowledge to help others understand. Students should proofread and revise their work before turning in a final copy.

Universal Access
English Learners Divide students into pairs. Have each pair select one of the five food groups. Provide students with poster board and other materials to create a mural illustrating the important points to remember about that food group. **EL**

Universal Access
Learning Disabled Help students understand how MyPlate works. Provide poster board or construction paper in the following colors: orange, green, red, blue, purple, and yellow. Have students glue magazine pictures of foods to the appropriate backgrounds. You can have students work in pairs or small groups.

Critical Thinking

Synthesizing Students can investigate the regulations for advertising claims about foods. For example, have students find out what foods can be advertised as low fat or low sodium.

Writing Support

Expository Writing Ask students to critique two comparable fast-food restaurant meals. Their critiques should be written as articles for the school newspaper so that they can share their information.

Reading Strategy

Analyzing a Graphic Have students use the information about keeping foods safe to eat to draw a conclusion. Ask: When you reheat leftover food, what temperature should the food reach? *165°F*

Active Learning
Role-Play Divide the class into small groups. Have students write a short role-play that incorporates some of the tips for keeping food safe. Have each group perform its role-play for the class.

Student Assessment/CFU's:

1. What food listed in the table is a good source of both calcium and vitamin A?
2. Identify foods that are good sources of each of the listed vitamins and minerals
3. Which factor listed in the figure is most likely to be a positive influence on your food choices?

See attached worksheets

Materials:
Smartboard, journals, notebooks

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation:
For Spanish speaking students pull up the spanish definitions on the online program. Also, have the students work in groups.
Integration of Technology:

CHromebook

2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.