

# 7 Nutrition

Content Area: **Physical Education & Health**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **7-8 days**  
Status: **Published**

## Unit Overview

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In this unit, students will explore the relationship between nutrition and health.

EU. Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

EU. Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

## Standards

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- - 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 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).
  - 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

## Exemplar Learning Activities

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Topics may include...

- Definition of food, nutrition, and diet
- Healthy and unhealthy foods
- Social, economic, and cultural factors
- Nutrient definitions and purposes
- Substances in food
- Food labels and serving size
- Food groups (MyPlate)
- Calories and caloric intake

## **Materials**

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### **Core Materials:**

- New Jersey CHPE Standards
- District provided material

### **Supplemental Materials:**

- Newsela articles
- Powerpoint lessons
- Food labels
- Visual Aids
- "Fed Up" Movie

## **Technology**

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### **Technology Literacy**

## **Evidence of Learning/Assessment**

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## **Formative Assessment**

- Teacher Observation
- Exit Tickets
- Self-Assessment

## **Summative Assessment**

- Quizzes
- Tests
- Projects

## **Accommodations & Modifications**

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### **Special Education**

#### **Follow IEP Plan which may contain some of the following examples...**

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

### **504**

#### **Follow 504 Plan which may contain some of the following examples...**

- Preferred seating
- Questions read aloud
- Extended time for completing tasks

- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

## **ELL**

- Translation device/dictionary
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

## **At-risk of Failure**

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides

- Limit the number of questions
- Scribe

### **Gifted & Talented**

- Independent projects
- Tiered grouping

## **Interdisciplinary Connections**

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### **Connections to NJSL - English Language Arts**

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

### **Connections to NJSL - Mathematics**

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)

### **Connections to NJSL - Science**

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

### **Connections to NJSL - Social Studies**

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent

development of civilizations (e.g., the impact of food surplus from farming).

### **Climate Change: Effects on the Natural World**

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

### **Connection to NJDOE SEL Competencies**

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

### **Amistad Law:**

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

### **Holocaust Law:**

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

### **Asian American and Pacific Islander Studies Legislation:**

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

### **DEI**

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

## **LGTB & Disability**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36)

[NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk](#)

Historical figures in science and sports.

## **Career Readiness, Life Literacies, and Key Skills**

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### **Critical Thinking and Problem Solving:**

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## **Career Ready Practices**

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- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.