

# Unit: Health Safety, and Physical Education-Food

Content Area: **Health and Physical Education**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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This unit will inform students about maintaining personal health by making healthy nutrition and lifestyle choices. The students will explore the five food groups and learn how to make a healthy plate.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

HPE.PK.2.2	Children begin to develop the knowledge and skills necessary to make nutritious food choices.
HPE.PK.2.2.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
HPE.PK.2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

## Transfer

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## Essential Questions

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- What makes a food healthy or unhealthy?
- Which foods are healthy?
- Which foods are unhealthy?

## **Essential Understandings**

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- Foods can be different textures (i.e. smooth, crunchy, etc.).
- Healthy foods will give you energy.
- It is important to make healthy food choices.
- People eat all different types of foods.
- Some foods are good for your body while others are not so good.
- There are 5 food groups.

## **Students Will Know**

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- Healthy foods are good for your body.
- Not everyone eats the same types of food.
- They are in control of making healthy choices.
- Unhealthy foods are bad for your body.

## **Students Will Be Skilled At**

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- Helping to bake and taste during food related activities
- Identifying healthy and unhealthy foods
- Saying why a particular food is either healthy unhealthy
- Trying new foods their parents send in

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Identifying healthy/unhealthy foods when asked to name a few
- Participating in preparing and eating of foods during approved food activities
- Sharing which foods their family eats at home that may be different from others
- Sorting healthy/unhealthy foods

## Learning Plan

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- Discuss healthy eating as a group
- Encourage parents to send in healthy snacks
- Have students share what they ate for breakfast, lunch and/or dinner during sharing time.
- Inform parents about nutritious food choices (e.g., parent conferences, handbook, newsletters) to extend and reinforce children's classroom learning.
- Listen to healthy eating songs/videos on SMARTBoard
- Make learning materials and activities (e.g., books, play food, food guide pyramid for young children, cooking experiences) available to reinforce nutritious food choices.
- Plan healthy cooking activities (when permitted)
- Point out foods with different textures during snack time, (i.e. "your yogurt looks smooth," "carrots are crunchy! Take a bite so we can listen for the crunch," etc.).
- Pretend to cook healthy meals in the House Area with the pretend food and kitchen set.
- Sort cutouts of food into "healthy and unhealthy"

## Suggested Strategies for Modifications

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Allow for extra time and practice
- Incorporate accommodations and modifications of the students' IEPs
- Incorporate multi-sensory strategies
- Provide 1:1 time and assistance
- Repeat directions and provide multiple examples
- Use visuals