11th Grade HEALTH unit 1 Health and Fitness

Content Area: **Health & PE**
Course(s):
Time Period: **April**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

2.2.12.N	Nutrition The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Rationale & Transfer Goals

This unit is designed for students to evaluate the choices they make in their daily lives and for them to see that sometimes it is easy to make healthy choices. Promoting a healthy and active lifestyle is the main focus of the unit and being in the best of health throughout your life means making healthy choices and practicing healthful behaviors.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Physical fitness is vital to their lives

The benefits of total health

There are many components of physical fitness

Each component of physical fitness can be measured

The environment they live in affect their food choices and eating habits

The different categories of food

The relationship cholesterol has on their health

Obesity in the US is becoming an epidemic.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

Why is it important that physical, social, and mental health correlate with each other?

What are the five components to physical fitness?

What is health?

Why would you want to be healthy?

What does the mile measure in physical fitness?

What role does family play in our eating habits?

What are the categories of food?

How does cholesterol affect your health?

What are the causes for obesity?

Who is responsible for your health?

Content/Objectives

Content - What students will know

The amount of calories needed for a healthy individual

How physical fitness is measured

How to read and understand the new and old food pyramid

How to manage their diet and correct unhealthy patterns

How to maintain a healthy lifestyle

Skills - What students will be able to do

Identify the causes of obesity and generate guidelines to fix the problem

•Give examples of how each component of physical fitness is measured.

•Identify and give examples the categories of food

•Identify a daily healthy diet

•Create a daily caloric guide for teenagers

•Design a fitness program

Instructional Activites

Activities/Strategies - How we teach content and skills

Daily food log.

Calorie comparison project.

Fitness testing

designing a fitness plan

Evidence (Assessments) - How we know students have learned

Food log

Summative: Personal Project

Students will keep a daily log of all food and beverages they consume. They will then find the nutritional values to determine if they want to change anything in their diet.

16 Standards Assessed

Fitness testing

Summative: Sample Assessment Item

Students will test themselves on all fitness components.

16 Standards Assessed

Program Design

Summative: Personal Project

Students will design a weight training program based on goals they want to achieve.

16 Standards Assessed

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Note taking

Staying healthy takes knowledge, a plan, and practicing healthful behaviors

Avoiding risking behaviors

Spiral Focus from Previous Unit

Avoiding risking behaviors

•Literacy activities

•Note taking

•Vocabulary

*Continuing with a health plan

Instructional Activity

Health literacy activities

Group scenarios

Projects

Key terms/Diagrams

Creating T-charts

Lesson Assessments

Word Webs – note taking

Communication checklist

Workout plan

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Interdisciplinary Connections - How does this content impact the following groups

ELA

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

MATH

Math
Creating Equations A -CED
A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG
A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN
A. Summarize, represent, and interpret data on a single count or measurement variable
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC
B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
math processes related to fitness and health data, geometry in gameplay, and quantitative representations

Science

Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

Key Resources

Glencoe Health

www.Glencoe.com

www.pecentral.com