# Dec. . Grade 8 Unit 4 Nutrition

Content Area: **Health**
Course(s):
Time Period: **December**
Length: **unit repeats in trimesters**
Status: **Published**

## Unit Overview

This unit is designed to help students understand their nutrition and body and realize that they can help (or hurt) their body by the choices they make in their daily nutrition.

## Enduring Understandings

A"balanced"diet"and"exercise"routine"contribute"to"overall"health.

Being an educated consumer is important in maintaining a healthy lifestyle.

## Essential Questions

What are the components of a healthful diet and how are they determined?

How does disordered eating affect the health of a person?

What resources are available to assist in making nutritional choices and be able to determine healthful food choices for a balanced diet?

## Instructional Strategies & Learning Activities

Pre- and Post-test

Self-Inventory of Nutritional Habits (Data collection)

Basic Nutrition PowerPoint Review

Food Label History and Consumer Skill PowerPoint

Food Label Pop Quiz

Dietary Supplement PowerPoint with Notetaking Template for Students

Body Image and Eating Disorder PowerPoint

MyPlate Menu Project with Rubric and/or Supplement Store Project with Rubric

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.2.8.CAP | Career Awareness and Planning |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| 9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| 9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). |
| 9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |

## Technology and Design Integration

Students will use Chromebooks for Google Classroom assignments, collaborative work, designing and creating projects.

Students will visually utilize SmartBoard for presentations and videos.

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| | Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem. |
| 8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

## Interdisciplinary Connections

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| LA.RI.8.1 | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| LA.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LA.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Use pictures and concrete examples

Supplemental materials/supplies

Assignments/homework written on board

Check for understanding before moving on

Provide extra reinforcement and review

One to one assistance as needed

Provide an example of the work expectations/sample problem

Start homework/project in school when possible

Modify projects, if needed

Peer assistance

Student will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to field of knowledge

Incorporate authentic component

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Follow IEP's

Utilize 504's

## Benchmark Assessments

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Teacher designed assessments to measure growth over time.

## Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher will listen for appropriate input during open discussion

Question and answer

Check homework

Pop Quiz (optional)

Check Notes

## Summative Assessments

- **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Post-test and grading of project according to rubric

## Instructional Materials

Pre- and Post-test

Self-Inventory Nutrition Habits Checklist

Basic Nutrition PowerPoint

Food Label PowerPoint

Dietary Supplement PowerPoint with Notetaking Template for Students

Body Image / Eating Disorder PowerPoint

MyPlate Project description with Rubric and Supplement Store project description with Rubric

## Standards

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| 2.1.8.PGD.1 | Explain how appropriate health care can promote personal health. |
| 2.1.8.PGD.2 | Analyze how genetics and family history can impact personal health. |
| 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). |