

02_Unit 2: Sleep, Physical Fitness, Nutrition and Healthy Body Image

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **2 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Overall wellness is framed around a balanced lifestyle. Individuals need to understand the importance of mental health, physical fitness, and nutrition as it relates to weight management and the prevention of diseases and illness. Preventing injury and knowing how to react in life threatening situations is also crucial. Students will gain knowledge in CPR/AED skills and learn how to implement them correctly. Students will also explore various health related careers and coaching principles to enhance personal goal setting and real life skill sets for the future.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 2 - Sleep, Physical Fitness, Nutrition and Healthy Body Image - 8 classes

Surveys have found that many teens are sleep deprived. Students will learn the consequences of getting too little sleep, the science of sleep, and common sleep disorders. They will also learn effective strategies to help them get the amount of sleep they require. Getting regular physical activity has many physical health benefits, including lower risk of certain diseases, healthy weight, strong bones and muscles, and better sleep. Physical activity also has benefits for mental, emotional, and social health. Following a healthy eating pattern involves paying attention to calorie balance and choosing nutrient-dense foods, while limiting intake of added sugars, saturated fats, and sodium. A healthy eating pattern tailored to individual needs can help avoid health risks, such as malnutrition, undernutrition, and overnutrition. Knowing how to prepare foods, assess nutritional value, and substitute ingredients can help a person eat healthier and get needed nutrients. Practicing food safety can help prevent foodborne illnesses. People who have a positive body image value and appreciate their bodies, while people with a negative body image dislike their bodies and believe their negative perceptions impact their worth and value. The combination of healthy rest/recovery, adequate physical fitness, and proper nutrition can help students achieve life-long health.

Essential Questions:

How can an insufficient amount of sleep negatively affect our health?
Why is it that many teens don't get enough sleep?

What are the components of fitness?
How can goal setting enhance and improve my health?
What should one do in the event of a fitness related injury?

What guidelines can help everyone get the nutrients they need?

How could you choose nutritious foods and prepare them in healthy ways?

What strategies can be used to maintain a healthy weight?

What influences affect a person's body image?

Enduring Understandings

Students will understand that lack of sleep can increase stress levels, which can lead to numerous health problems (psychological & physical).

Students will understand that in addition to their busy schedules and responsibilities, there is a biological reason that prevents them from getting the proper amount of sleep.

A commitment to fitness is a lifestyle.

Fitness trends have evolved over the years.

All fitness activities involve some risk of injury therefore safety is very important.

The RICE theory can be used for various injuries.

Dietary Guidelines for Americans provide recommendations for establishing eating patterns to promote health.

Nutrition Facts labels and food labels can help you choose foods and know what nutritional value they offer.

Preparing your own nutritious food safely can also help you get the nutrition you need.

Calorie balance, or the calories consumed compared to the calories burnt, impacts whether you gain, lose, or maintain weight. By comparing energy in and energy out, you can determine how eating and physical activity patterns affect your weight.

The influences of social environment, media and society, race and ethnicity, gender identity, and some athletic activities can affect a person's body image.

CONTENT AREA STANDARDS

NJSLS - Comprehensive Health and Physical Education

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, 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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

SLEEP:

Explain the correlation between sleep and stress;

Compare amounts of sleep needed at various lifespan stages;

Recognize reasons why teens don't get adequate sleep;

Summarize the effects of insufficient sleep;

Explain the system that directs the body to sleep and wake

Compare and contrast the five stages of sleep;

Describe the roles that dreams may play in health;

Summarize the effect of sleep on the body's systems.

Understand the importance of following a sleep schedule;

Explain guidelines for napping;

Recall how to use exercise as a sleep strategy;

Recognize substances that interfere with sleep;
Identify relaxation techniques that help you prepare for sleep;
Recall ways to create an environment that is conducive to sleep;
Summarize strategies for using light to regulate your sleep cycle.

PHYSICAL FITNESS:

1 Contrast physical activity and exercise;
Analyze the benefits of physical activity on physical health;
Explain how physical activity benefits mental, emotional, and social health;
Define physical fitness;
Differentiate between health-related and skill-related fitness
Differentiate between active and sedentary behaviors;
Identify recommendations from the Physical Activity Guidelines for Americans;
Analyze ways to integrate physical activity into daily life;
Demonstrate ways of varying FITT factors to increase fitness;
Assess strategies for increasing muscle strength and endurance;
Identify resources for getting physical activity.
Describe the importance of following rules and showing sportsmanship;
Identify proper equipment for physical activities;
Analyze the best way to start doing a physical activity;
Demonstrate ways of warming up and cooling down;
Explain how to stay hydrated;
List precautions for being active in extreme conditions;
Describe ways to reduce health conditions and injuries that can result from physical activity.

Nutrition:

Define nutrition;
Explain how carbohydrates provide energy for the body;
Analyze how to get protein the body needs;
Describe the purpose of fats;
Formulate strategies for consuming vitamins;
Explain why the body needs minerals;
Assess the importance of water;
Interpret key concepts from the Dietary Guidelines for Americans;
Summarize recommendations from the MyPlate food guidance system;
Demonstrate skills for following a healthy eating pattern.
Assess nutrition for people with varying needs.
Analyze the hazards of poor nutrition

Analyze influences on food choices;
Interpret the information on Nutrition Facts and food labels;
Assess claims on food labels;
Follow a recipe to prepare nutritious foods; and
Prepare foods safely to prevent foodborne illness
Summarize the different factors that influence weight;
Explain different strategies for measuring and determining ideal body weight;

Differentiate between healthy and unhealthy strategies of weight management;
Identify healthy strategies for weight loss;
Describe healthy strategies for weight gain;
Define body image;

Explain how a person's social environment influences body image;
Analyze how media and society affect female and male body image;
Discuss the impact of race and ethnicity on body image;
Describe the influence of gender identity on body image;

Assess how some athletic activities influence a person's body image.

Declarative Knowledge

Students will understand that:

Analyze the steps necessary in obtaining a NJ driver license.

Examine the NJMVC administrative laws on permits and licensing.

Characterize and describe what is needed for obtaining a license.

Have students turn to the person next to them and test each other to see if one can name all the components of requirements necessary for obtaining a NJ driver License.

Have students form into five groups to prepare for a team quiz by reviewing the five steps: a learning permit and an examination permit. See which group volunteers the most effective answers.

Set up an eye chart, have students stand the appropriate distance and take the test. Discuss why it is important.

Procedural Knowledge

Students will be able to:

1. Identify the steps involved in a GDL program, 6 points ID program and vehicle registration in New Jersey.
2. Explain the difference between the Early Bird Road and the Young Adult road permit systems.
3. Identify the five steps for obtaining a learning permit and an examination permit.
4. Compare limitations for the special, examination and probationary permits. 5. Explain the GDL exemptions, special learner permits and examination

permits for NJ residents.

6. Explain why altering a driver license is illegal and identify the consequences. 7. Explain why an application for a driver license may be rejected (test

performance, expired inspection

sticker, condition of the vehicle etc. 8. Describe the requirements for NJ driver test (6 point verification, vision test and knowledge test). Describe the screening test (eye sight, written test, health screening).

9. Describe the road test.

10. Analyze why an application for a driver license may be rejected (test

performance, expired inspection

sticker, condition of the vehicle etc

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Personal Profile - Are you sleep deprived?

Physical Fitness Plan

Record food intake and analyze caloric values.

Compare food labels

Examine how food allergies affect individuals, families, and communities.

Compare weight management centers and current fad diets.

Investigate how food is grown, processed, and distributed.

Summative Assessments

Quiz

RESOURCES (Instructional, Supplemental, Intervention Materials)

Glencoe Health Book

60 Minutes Science of Sleep Part 2 (9:24),(how lack of sleep negatively impacts health)

<https://youtu.be/gDOn9GijORE>

60 Minutes Science of Sleep Part 3 <https://youtu.be/HHQI3VknR-Y> (only view up to 2:17)

60 Minutes Science of Sleep Part 1 (9:19) (sleeps link to memory, alertness, & RT)<https://youtu.be/6Wr-ZzG1MrI>

ABC Catalyst S12E22 Teenage Sleep (7:16) <https://youtu.be/v9Nd6u39yD0>

ABC Catalyst: Sleep Matters (54:19) <https://youtu.be/8NfpjEt56Yo>

Chromebooks utilized whenever possible for document creation, presentations, and research.

Health/Fitness periodicals such as Health, Fitness magazine, Prevention, Muscle and Fitness, Men's Health, Women's Health

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Food Matters video

Food Revolution video

www.myplate.gov

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.