

08 Health and Healthy Body Weight

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Diet and body weight are related to health status.

CONTENT AREA STANDARDS

HPE.2.1.8	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

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

LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
HPE.2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS4	Process data and report results.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Acquiring health promotion concepts and skills supports a healthy, active lifestyle.
- Nutrition is important for proper growth and development.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- A healthy diet helps reduce health conditions such as overweight and obesity.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Individuals are impacted by marketing techniques (e.g., personal hygiene products, practices, and services).
- Individuals need to evaluate the language used on food products for purposes of weight loss.
- There are strengths and weaknesses of weight loss plans/programs.
- Technology can aid in evaluating useful information.

Procedural Knowledge

Students will be able to:

- Define body composition and body mass index.
- Identify the six factors that influence weight.
- Determine a healthy body weight.
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
- Measure BMI and record the results.
- Calculate and chart the calories consumed in one day.
- Select healthy food choices from local fast food restaurants.
- Describe ways to diagnose overweight and obesity.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Outline the risks posed by overweight and obesity.
- List dieting traps and ways to prevent dieting traps.
- Compare food products and claims made (e.g., reduced calorie mayonnaise to no-reduced calorie mayonnaise).
- Interview a physician about treatment for obesity or interview leaders of Weight Watchers to discuss approaches and program.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- View information presented in different media formats to enhance understanding of diet and body weight in relation to health status.
- Relate these changes to current environmental challenges.
- Create a brochure consisting of healthy food choices and helpful dieting tips for kids.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- Integrate information presented in words to develop a coherent understanding of a topic or issue.
- Evaluate various health products, services, and resources from different sources.
- Evaluate the effectiveness, cost and potential hazards of a weight reduction plan.
- Apply digital tools to gather, evaluate, and use information.
- Process data and report results.
- Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural background.

EVIDENCE OF LEARNING

Formative Assessments

Wordle for key vocabulary terms.

Research a healthy body weight in the U.S and other countries and discuss results.

Record calories consumed in one day and chart your BMI.

Individual research for group assignments.

Research ways to diagnose overweight and obesity.

Summarize ways to diagnose overweight and obesity.

Graphic organizer web diagram to trace the risks posed by overweight and obesity.

Highlight healthy food choices on menus selected from local fast food restaurants.

Compare food products and claims made at the local grocery store.

Interview a physician about the treatment for obesity and summarize the results (e.g., phone conference via skype, online questions, or in person).

Research dieting traps and ways to prevent dieting traps on the computer.

Describe dieting traps and the negative effects of dieting.

View *What the Health* or *Supersize Me* clips and discuss six factors that influence weight (behavior, health status, genetics, environment, culture and income level).

Healthy food choices and helpful dieting tips brochure – group project.

Evaluate the effectiveness, cost and potential hazards of a weight reduction plan on an I-Movie or Screen-cast - group project.

Role playing, class discussions, class participation, teacher made assessments.

Summative Assessments

Create a healthy diet plan using the Daily Food Guide or Food Pyramid to determine nutritional adequacy.

Teacher made tests/quizzes and vocabulary assessments.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Wordle - <http://www.wordle.net/create>

Word Clouds.com - <https://www.wordclouds.com/>

Food and Fitness Journal - <https://www.webmd.com/diet/printables/food-fitness-journal>

Determining your BMI - <https://www.rush.edu/health-wellness/quick-guides/what-is-a-healthy-weight>

Graphic Organizers - <https://www.eduplace.com/graphicorganizer/>

Overweight and Obesity - <https://kidshealth.org/en/parents/overweight-obesity.html>

Food Packaging Claims - <https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/nutrition-basics/food-packaging-claims>

Nutrition Tips for Kids - <https://familydoctor.org/nutrition-tips-for-kids/>

Create a brochure - <https://www.visme.co/brochure-maker/>

What the Health - <https://www.youtube.com/watch?v=Og62hbNI794>

Free Printables for Health and Nutrition (e.g., My Plate, Five Food Groups, Food Pyramid, Food Labels, Meal Planning, etc.) - <http://www.nourishinteractive.com/nutrition-education-printables/category/16-printable-kids-healthy-menu-plans-daily-meal-planner-childrens-healthy-food-groups-balanced-meals>

INTERDISCIPLINARY CONNECTIONS

English Language Arts - Information Writing; Implementation of Conventions of Standard English, Language Acquisition.

Technology/Multimedia - Audio/Visual Media Analysis, Research Based Writing, Google; Media Literacy; Educational Tech Applications.

Social Studies - Current Events (health related issues).

Science and Health - Social/Emotional Learning.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy,

if available).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.
- Help with organization of materials (e.g., Google classroom, acces to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

Accommodations

- Allow extra time for task completion.

- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

Enrichment activity - create a cultural diversity diet.