

UNIT OVERVIEW

| STAGE ONE: Identify Desired Results | | | |
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| Established Goals/Standards | <p>PAN.C.3 To maintain a healthy weight, the intake of calories must equal the output of energy. To lose weight, the energy output must exceed the calorie intake.</p> <p>PAN.C.5 Physically active individuals are less likely to develop the chronic diseases that cause most of the morbidity and mortality in the United States: cardiovascular disease, hypertension, noninsulin dependent diabetes, and colon cancer.</p> <p>PAN.C.6 Obesity acquired during childhood and adolescence may persist into adulthood and increase the risk later in life for coronary heart disease, gallbladder disease, some types of cancer, and osteoarthritis of the weight bearing joints.</p> <p>PAN.C.9 Individuals who have eating disorders are in need of immediate medical and psychiatric treatment.</p> <p>PAN.C.8 Unhealthy weight control practices and a societal overemphasis on thinness during adolescence may contribute to eating disorders such as anorexia nervosa and bulimia.</p> | Long-Term Transfer Goal | |
| | | <p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> Scholars will tenaciously and independently use skills that they have learned in health class to think purposefully regarding healthy decisions and advocate for self and others in a way that supports a healthy, active lifestyle. | |
| | | Meaning | |
| | | <p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are short term and long term health benefits and risks associated with nutritional choices. There is a relationship between diet and common chronic diseases Healthy eating requires an individual to act on available, accurate information, even if it means breaking comfortable habits. Poor nutrition and lack of exercise can lead to negative consequences later in life. Reading food labels is the 1st step in understanding the information food packages provides. The government plays a critical role in the way food is processed. It is important to know where your food comes from. There are accurate website resources that can help you gather nutritional information based on your individual specific diet. MyPlate can help guide your meals to acquire appropriate nutrition | <p>Essential Questions <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> Why do I buy junk food even though I know it is not the most nutritious choice? What is personal responsibility? Where does my food come from? Why can't I just exercise enough to compensate for my lack of nutrition? How can I eat healthy if my family refuses to provide healthy foods for me? How do I maintain a healthy weight? What am I <i>really</i> eating? |
| | | Acquisition | |
| | | <p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Identify short term and long term effects of nutrition choices Memorize spelling of key nutrition words Design a personal nutrition/ fitness plan Analyze food labels Calculate average calories consumed in a single day Identify signs of eating disorders Plug in specific foods into | <p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Participation in group activities How to take your blood pressure Recall various foods they have consumed during a time period Trying new foods Measuring a portion size |

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| | | <p>appropriate spaces on MyPlate</p> <ul style="list-style-type: none"> Identify the 3 types of diabetes | |
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| STAGE TWO: Determine Acceptable Evidence | |
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| | Assessment Evidence |
| Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i> | <p>Performance Task focused on Transfer:</p> <p>Scholars will then design a personal nutrition and/or fitness goal with a plan to achieve it. After completing their MyFitnessPal log and analyzing their food intake, they will set a goal, and monitor that goal using several peer and teacher feedback sessions that include barriers, successes and weaknesses. Scholars will write a reflection piece and will demonstrate understanding if their next goal they set uses the goal setting model and is specific, realistic, and measureable.</p> |
| | <p>Other Assessment Evidence:</p> <p>Station worksheets; 6 important nutrients & 6 nutrition station worksheets</p> <p>MyFitnessPal</p> <p>Nutrient scavenger hunt</p> <p>Nutrition unit quiz/ test</p> <p>Journal entries</p> <p>Food, Inc. worksheet</p> |

| T, M, A (Code for Transfer, Meaning Making and Acquisition) | STAGE THREE: Plan Learning Experiences | |
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| | Learning Events: | Evidence of learning: (formative assessment) |
| A | Lesson 1: What am I <i>really</i> eating? Scholars will report to the computer lab. In their journal they will identify 3 junk foods they commonly buy or eat. The teacher will walk around the room and chose 1 of the 3 foods identified. This will help to eliminate all scholars researching the same food item. Scholars will list all ingredients found in the food. After they list the ingredients, they will define and/or identify the origin of each ingredient. | Journal entry listing ingredients and definitions and/or origins. |
| M, T | Lesson 2: Visual text Food, Inc. with guiding questions Journal reflection- after learning of some of the ingredients in your food do you still chose to eat it? Why or why not? How does the government play a role in your food production and protection. | Food, Inc. questions and answers |
| A, M | Lesson 3: Nutrients & My Plate. Scholars will participate in a station activity based on the 6 nutrients. Scholars identify the importance of each nutrient, what happens if you don't get enough, what foods provide the nutrient and a summary of the nutrient. Scholars are introduced to My Plate as a way to get all nutrients in each meal. | 6 important nutrients worksheet My Plate graphic organizer |
| A, M, T | Lesson 4: Label analyzation. Scholars will be able to identify key information while analyzing a food label. Scholars will transfer that information on their chart. Using that information scholars will analyze and determine which food is highest in nutrients. Scholars then take the chart home and use food in their own kitchen to search for nutrient information. | Label chart |
| A | Lesson 5: Portion Size & Eating Disorders. Scholars will review appropriate portion sizes. Portion sizes can be determined using common household items. Scholars will acquire information on the most common eating disorders; anorexia nervosa and bulimia. | Portion size comparison chart |
| M | Lesson 6: Food Tracker. Scholars previously were assigned to input all the food they ate over a multi-day period. Using | MyFitnessPal |

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| <p>A, M</p> | <p>that information students enter data into the My Plate website utilizing the MyFitnessPal interactive online tool. Scholars print out their nutritional information to later help them determine their personal health goal.</p> <p>Lesson 7: Diabetes and Digestive System. Scholars will discuss the types of diabetes and write key definitions in their notebook. Scholars will use visual texts to interpret and summarize possible symptoms and consequences of diabetes.</p> | <p>Diabetes symptoms and consequences hand out.</p> |
| <p>T</p> | <p>Lesson 8: Assessment and personal health goal. Scholars will design a personal nutrition and fitness goal with a plan to achieve it. This will be included with their formative assessment.</p> | <p>Personal fitness/ health goal</p> |