



Health II - Unit 1 - Accessing Information

Unit Focus

Students will demonstrate the ability to access valid information, products, and services to either accept or reject the information they have found to enhance health. Within the unit, students will explore the USDA guidelines, understand the value of the six macronutrients, and understand the importance of physical activity in maintaining health. Students will explore how to plan a healthy diet and, ultimately, create a shopping list that reflects the lifestyle they want to achieve by demonstrating their understanding of nutrition.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. (HEPA 1.1.12) - Describe the relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis (HEPA 1.3.12) - Describe the effects of hydration and dehydration on physical performance and health. (HEPA 1.4.12) - Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods). (HEPA 1.5.12) - Distinguish food sources that provide key nutrients. (HEPA 1.6.12) - Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output). (HEPA 1.7.12) - Summarize the importance of healthy eating and physical activity in maintaining health. (HEPA 1.8.12) - Summarize how to make healthy food selections when choices are available (HEPA 1.10.12) - Identify healthy and risky approaches to eating and exercise. (HEPA 1.14.12) - Evaluate the validity and reliability of health information, products, and services (AI 3.1.12) - Determine when professional health services may be required. (AI 3.3.12) - Use resources that provide valid and reliable health information, products, and services. (AI 3.4.12) - Choose a healthy alternative when making a health-related decision. (DM 5.5.12)	<i>Students will be able to independently use their learning to...</i> T1 Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People analyze all possible options and outcomes before taking action. U2 Analyzing food labels can support health-enhancing decision about nutrition. U3 Nutrition and physical activity are essential for a healthy lifestyle that helps to prevent diseases associated with poor nutrition and low activity.	<i>Students will keep considering...</i> Q1 What is a responsible action? Q2 How can I use information to help me make health-enhancing decisions? Q3 How do my choices affect my overall health and well-being?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 Utilizing an accessing information tool can be useful in determining the validity of information on products and services. K2 the intake of macronutrients, minerals, and vitamins are part of a balanced nutrition plan	<i>Students will be skilled at...</i> S1 Utilizing the ACCESS acronym to determine the validity of a source which presents information on particular goods and services. S2 Designing a balanced nutrition plan for an individual based on characteristics of an	

Stage 1: Desired Results - Key Understandings

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

K3 the importance that proper nutrition plays in a healthy lifestyle.

K4 the importance that regular physical activity aides in the development of a healthy lifestyle

individual such as age and physical activity level.

S3 differentiating between nutrition products that are beneficial to one's health and one's that are not.