

Glen Ridge Board of Education
Nutrition
8th Grade
Elective
Cycle

New Jersey Student Learning Standards

Health & Physical Education Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life. It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability. We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

Course Description:

Good Nutrition is essential for a healthy lifestyle in our world today. There has been an increase in the number of obese children between the ages of 6 and 11 in the past two decades. Many experts cite poor nutritional choices as the reason for this dramatic increase. This course introduces students to basic nutrition information. It is designed to engage students by focusing on subjects that are relevant to their lives. Students will learn about the different types of food, including nutritional value. They will learn about the factors that influence their decisions about what to eat, and how to make healthy choices using dietary guidelines. Students will investigate the role food plays in families and societies, and they will learn how to plan meals. It will develop awareness for the need of a well-balanced diet.

Name of Course		
Unit 1: Introduction to Nutrition		
Time Allotted (days of instruction): 2 weeks		
New Jersey Student Learning Standards (NJSLS):		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is nutrition? ● What is fiber? ● What are the essential nutrients? ● What is a calorie? ● How is a calorie calculated? 	<ul style="list-style-type: none"> ● Analyze how genetics and family history can impact personal health ● Explain how appropriate health care can promote personal health 	<ul style="list-style-type: none"> ● Projects-individual and group ● Class notes ● Worksheets ● Videos ● Class discussions

<ul style="list-style-type: none"> ● What are the benefits to vitamins and minerals? ● Does a food label give you essential nutrient information? 	<ul style="list-style-type: none"> ● Analyze the relationship between healthy behaviors and personal health ● Compare and contrast stress management strategies that are used to address various types of stress-induced situations. ● Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health ● Analyze how culture, health status, age and access to healthy foods can influence personal eating habits ● Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weight. ● Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans ● Assess personal nutritional health and consider opportunities to improve health and performance 	<ul style="list-style-type: none"> ● Google Slide presentations ● Current Events ● Journal entries ● Formal assessments- tests and quiz
Resources/Materials	Google Classroom My Plate CDC.gov FDA.gov Internet	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	

	<ul style="list-style-type: none"> ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills</p> <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in classroom discussions about dietary habits, healthy food choices, and stress management and how they are shaped by the surrounding socioeconomic and cultural environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Slips ● Teacher Observation ● Homework assessments 	<ul style="list-style-type: none"> ● Written Tests ● Currents Events ● Nutrition Project 	<ul style="list-style-type: none"> ● Pre and Post tests per unit ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)

			<ul style="list-style-type: none"> ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc) 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

<ul style="list-style-type: none"> ● Highlighting action words within the directions. 		
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Name of Course

Unit 2: Healthy Food Choices

Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSLS):

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Why do people eat what we eat? ● Why is drinking water so important? ● What are the food groups? ● How much from each food group should we eat daily? ● What are food additives? 	<ul style="list-style-type: none"> ● Analyze how genetics and family history can impact personal health ● Explain how appropriate health care can promote personal health ● Analyze the relationship between healthy behaviors and personal health ● Compare and contrast stress management strategies that are used to address various types of stress-induced situations. ● Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health ● Analyze how culture, health status, age and access to healthy foods can influence personal eating habits ● Identify skills and healthy behaviors that can support adolescents in losing, 	<ul style="list-style-type: none"> ● Projects-individual and group ● Class notes ● Worksheets ● Videos ● Class discussions

	<p>gaining, or maintaining healthy weight.</p> <ul style="list-style-type: none"> ● Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans ● Assess personal nutritional health and consider opportunities to improve health and performance 	
Resources/Materials	<p>Google Classroom My Plate CDC.gov FDA.gov Internet</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills</p> <ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in classroom discussions about dietary habits, healthy food choices, and stress management and how they are shaped by the surrounding socioeconomic and cultural environment. 	

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none">● In Class Discussions● Group Work● Exit Slips● Teacher Observation● Homework assessments	<ul style="list-style-type: none">● Written Tests● Currents Events● Nutrition Project	<ul style="list-style-type: none">● Pre and Post tests per unit● Surveys	<ul style="list-style-type: none">● Study guides provided● Word bank for assessments provided● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications● Provide alternative testing site● Response Format and Procedures● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)● Adjusted format; group similar problems together● Extended time● Fewer items per page● Highlight and bold action words● Break up multi-step instructions by providing space between questions● Provide extended time on assessments● Rephrase test questions verbally● Allow assessments to be typed

Modifications		
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Name of Course		
Unit 3: Diet, Stress Management, and Eating Disorders		
Time Allotted (days of instruction): 3 weeks		
New Jersey Student Learning Standards (NJSLS):		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities

<ul style="list-style-type: none"> ● What is an eating disorder? ● How does an eating disorder develop? ● What are the two most common eating disorders? ● If a person has an eating disorder how do you get them help? ● How does stress affect people’s eating habits? ● How does caffeine in excess affect a person? ● How does alcohol in excess affect a person? ● How does excessive salt intake affect a person? 	<ul style="list-style-type: none"> ● Analyze how genetics and family history can impact personal health ● Explain how appropriate health care can promote personal health ● Analyze the relationship between healthy behaviors and personal health ● Compare and contrast stress management strategies that are used to address various types of stress-induced situations. ● Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health ● Analyze how culture, health status, age and access to healthy foods can influence personal eating habits ● Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weight. ● Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans ● Assess personal nutritional health and consider opportunities to improve health and performance 	<ul style="list-style-type: none"> ● Projects-individual and group ● Class notes ● Worksheets ● Videos ● Class discussions
<p>Resources/Materials</p>	<p>Google Classroom My Plate CDC.gov FDA.gov Internet</p>	

Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
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