Pequea Valley School District
Wellness Education

Unit: Dimensions of Wellness **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are the dimensions of wellness
- How can each dimension impact our overall health and wellness
- What can we do to improve in each dimension
- How can I apply each dimension to my life

Keystone Eligible Content/PA Core Standard
- 10.2.12.A
- 10.2.12.D

Pacing: Approximate number of class sessions per unit
- 8

Tier 3 Vocabulary (Content specific vocabulary)
Emotional, physical, social, intellectual, spiritual, environmental, occupational, health, wellness, interpersonal

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- What are the dimensions of wellness
- What are action steps to improve in each dimension
- How is my overall health impacted by wellness

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The relationship between health and wellness
- How to improve in all areas of wellness
- Life skills that can improve wellness

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Demonstrate knowledge of the relationship between physical health and wellness
- Practice strategies to improve in each dimension of wellness
- Apply knowledge to improve overall health

Assessments:

- Create own dimension
- Class activities
- Class discussions
- Quiz

Software/Resources:

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Unit: Eating Disorders **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are eating disorders
- How are eating disorders diagnosed
- What are causes of eating disorders
- What are the health consequences of eating disorders

Keystone Eligible Content/PA Core Standard
- 10.1.12.b

Pacing: Approximate number of class sessions per unit
- 10

Tier 3 Vocabulary (Content specific vocabulary)
Anorexia, bulimia, binge eating, disorder, eating disorder not otherwise specified, DSM5, binging, purging, lanugo

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Definitions of eating disorders
- Health effects of eating disorders
- Causes of eating disorders

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- How eating disorders are defined according to the DSM5
- What external factors can cause an eating disorder
- What adverse effect eating disorders can have on health

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Demonstrate knowledge of the differences between anorexia, bulimia and binge eating disorder
- Discuss what factors may cause a person to develop an eating disorder
- Discuss adverse health effects that may be caused by obesity and how they impact the body

Assessments:

- Newsletter
- Ed puzzle
- Critical thinking questions

Software/Resources:

- Ed puzzle

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Unit: My Plate **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are the current USDA guidelines/recommendations?

Keystone Eligible Content/PA Core Standard
- 10.1.12.C

Pacing: Approximate number of class sessions per unit
- 4

Tier 3 Vocabulary (Content specific vocabulary)
Daily recommended value, Endomorphic, Ectomorphic, mesomorphic, USDA, BMR

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Parts of the myplate
- Daily recommended amounts of nutrients
- How to calculate their BMR
- How to create meals that fit the my plate recommendations
- The components of a food label

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Why is myplate important
- Know how to find daily recommended values
- Know how to calculate BMR
- Know the components of a food label

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Demonstrate understanding of the my plate guidelines by creating a meal that follows the guide
- Demonstrate the ability to read a food label
- Understand how to use food labels to make decisions on food products
- Understand their personal BMR and how that impacts nutrient needs

Assessments:

- Myplate meal plan
- Classroom discussions
- Food label worksheet

Software/Resources:

Pequea Valley School District
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Unit: Nutrients **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are the essential nutrients?
- How does our body use the essential nutrients?

Keystone Eligible Content/PA Core Standard
10.1.12.B
Evaluate factors that impact the body systems and apply protective/preventive strategies.
- Nutrition

Pacing: Approximate number of class sessions per unit
- 8

Tier 3 Vocabulary (Content specific vocabulary)
Nutrient, Calorie, Carbohydrate, protein, fat, vitamins, minerals, water, metabolism, basal metabolic rate

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The six essential nutrients
- Daily recommended levels

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will know the six essential nutrients
- Learners will understand how the body uses essential nutrients to be efficient
- Learners will know the recommended daily allowance of each nutrient

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will create meal plans that will provide all essential nutrients
- Learners will analyze their personal diet and assess strengths and weaknesses
- Learners will discuss ways to improve their personal nutrition to achieve goals

Assessments:

- Nutrient Presentations
- Diet analysis and discussion

Software/Resources:

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Unit: Nutrition for special situations **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are special situations that might have different nutritional needs?
- What are the nutritional needs for people with cardiovascular illness, diabetes, are pregnant or vegetarian or vegan

Keystone Eligible Content/PA Core Standard
- 10.1.12.b
- 10.1.12.c

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
Diabetes, A1C, Fasting, Glucose, gestational, vegan, vegetarian, heart disease

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- How certain situations can affect our health
- How our nutritional needs change

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Not all people have the same nutritional needs
- How to analyze nutritional needs of self and others
- Where to find nutritional information based on diet restrictions

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Create meal plans for people with specific needs
- Discuss situations that might require a special diet
- Analyze healthy food choices for specific diets

Assessments:

- Ed puzzles
- Create a meal plan
- Class discussions

Software/Resources:

- Ed puzzle

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Unit: Obesity **Course: Nutrition and Wellness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What is the definition of obesity?
- Is obesity a disease?
- How does obesity affect the body?

Keystone Eligible Content/PA Core Standard
- 10.1012.C

Pacing: Approximate number of class sessions per unit
- 10

Tier 3 Vocabulary (Content specific vocabulary)
Obesity, Morbid obesity, BMI, disease, lipedema, metabolism, calorie, Metabolic rate, binge

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Definition of obesity
- Definition of morbid obesity
- Causes of obesity
- Health effects of obesity

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- How obesity is defined impacts healthcare decisions
- How obesity can have a negative impact on overall health
- What external or internal factors may cause obesity
- How to recognize factors that may cause obesity

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Determine whether obesity is a disease or not
- Describe the link between obesity and adverse health effects
- Describe possible causes of obesity
- Identify and understand adverse health effects that obesity can have on an individual

Assessments:

- Persuasive essay - Is obesity a disease or not?
- Supersize me movie and movie guide
- Quiz
- Obesity ADL's

Software/Resources:

- Supersize me movie and movie guide