

Course: *Health 3*
Unit #3: *Nutrition and its Impact on a Healthy Lifestyle*

Year of Implementation: 2023-2024

Curriculum Team Members: Devon Smojver dsmojver@lrhsd.org, Anthony Diorio adiorio@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
 - 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
 - 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
 - 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
 - 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
 - **Career Readiness, Life Literacies, and Key Skills NJSLs**
 - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
 - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement)
 - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Mental Health [18A:35-4.39](#) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1).

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to make nutritional choices that will positively impact their overall health and wellness.

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

As aligned with LRHSD Long Term Learning Goals, *use problem solving skills to solve “real world” health and well-being situations, analyze and evaluate health and safety situations, and foster positive social influence as educated.*

Enduring Understandings

Students will understand that. . .

EU 1

- healthy eating differs for each individual based on gender, age, and activity level. (2.2.12.N.1)

Essential Questions

EU 1

- What aspects of a diet would differ from individual to individual? (2.2.12.N.1)

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • making good eating choices will increase his/her self-image.(2.2.12.N.2) <p><i>EU3</i></p> <ul style="list-style-type: none"> • the key to a healthy diet and lifestyle is the implementation of the 6 essential nutrients.(2.2.12.N.3) 	<ul style="list-style-type: none"> • What factors determine if something is healthy or not?(2.2.12.N.1) • How does gender, age, and activity affect the eating habits of individuals?(2.2.12.N.2) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How might self-image help us to view ourselves in a positive or negative way? (2.2.12.N.2) • How can you prove or justify that eating habits affect your self-image? (2.2.12.N.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why and how are certain nutrients considered essential? (2.2.12.N.3) • How and when should we use a healthy diet? (2.2.12.N.3)
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • how to read a food label for important dietary and nutritional information. (2.2.12.N.1) • the components of a balanced healthy diet and exercise plan. (2.2.12.N.2) • how a healthy diet changes based on gender and age. (2.2.12.N.1) 	<p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze and make a judgment of a food label deciding if it is a healthy or unhealthy choice. (2.2.12.N.5) • differentiate between the different types of diets (ex to lose weight, diabetic, gain weight, etc....) (2.2.12.N.4) • analyze the food plate guideline in relationship to various foods presented to them. (2.2.12.N.5) • determine which foods help lower the risks of various diseases. (2.2.12.N.5)

EU 2

- the definition of self-image. (2.2.12.N.2)
- the names and characteristics of the 3 somatotypes. (2.2.12.N.2)
- how diet and self-image are related. (2.2.12.N.2)
- conditions and complications associated with the physical and mental effects of dieting. (2.2.12.N.2)

EU 3

- the functions of each essential nutrient. (2.2.12.N.3)
- the food sources of each essential nutrient. (2.2.12.N.3)

EU 2

- compare and contrast the problems of too much or too little body fat and its effect on self-image and overall health. (2.2.12.N.2)
- compare and contrast the positive and negative techniques or methods used for losing or gaining weight. (2.2.12.N.2)

EU 3

- distinguish between essential and non- essential nutrients. (2.2.12.N.3)
- locate different food items containing the essential nutrients. (2.2.12.N.3)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Introduce the My Food Plate and identify foods in each group. Students work in groups to develop a poster of the My Food Plate containing cutout pictures of foods in each group to be displayed in the classroom or hallway. **(A,EU 1)**
- Teacher models how to read and interpret food label information on nutritional values. **(A,EU 1)**
- Students will compare and contrast the three body types. **(A, M, EU 2)**
- Students will research and develop views about how body image is shaped and influenced by media. **(M, EU 2)**
- Students will discuss how they would feel about themselves in a different somatotype. **(M, EU 2)**
- Students will identify how nutrition affects a person's body type. **(M, EU 2)**
Students will log their nutrition for a week and analyze the data. **(M, T, EU 1)**
- Students will self-evaluate the variety of essential nutrients found in their diet. **(T, EU 3)**
- Conclude the unit with student self-evaluation regarding their personal eating habits. Each student develops a personal action plan for his or her "healthful eating" goal. **(T, EU 1, EU 2, EU3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Components of a Healthy Lifestyle	30
2	Safety First Aid and Emergency Care	30
3	Nutrition and its Impact on a Healthy Lifestyle	30

Instructional Materials

- *White boards*
- *DVD Player*
- *Projector*
- *Chromebooks*
- *Poster Board*
- *Health Text Books*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.