

Unit Overview

This unit is designed to guide students' understanding of basic nutrition principles, dietary guidelines, and the digestive system. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about food options, and how they are broken down and absorbed into our bodies and used for energy. It allows space for students to explore and analyze their own dietary habits and how their bodies are producing energy. This unit uses inquiry to engage students in learning processes that develop critical thinking about food choices based on specific lifestyle goals and/or personal energy needs. Students will analyze and evaluate their own personal nutritional needs to best fit their own personal lifestyle goals and create real-world connections to personal dietary and lifestyle choices and compare experiences relevant to the culture of learners in the classroom. Students will have agency to create personal meal plans that include all nutritional components, and caloric needs based off of personal health and fitness goals. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary and application of ideas to their own personal lifestyle goals.

Essential Questions:

- How can a person's dietary decisions change their life and personal fitness goals?
- How can culture and values influence lifestyle?
- What makes a food healthy?
- What does it really mean to be healthy?
- How can knowing how to read food labels help an overall diet?
- Why and how is fitness important across all stages of life?
- How does nutrition affect the digestive system?
- What factors need to be considered when making recommendations about hydration?

Learning Targets & Standards

1. ***The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.***
 - a. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. **(2.2.12.N.2)**
 - b. 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.3)**

STUDENTS WILL BE ABLE TO:

- Identify each class of nutrient and what each one provides to our bodies.
- Explain the importance of proper nutrition as it relates to personal fitness goals
- Understand the concept of energy balance and how it relates to health and performance.
- Describe roles that water plays in the human body.
- Explain how to assess hydration levels and identify signs/symptoms of dehydration.
- Determine their daily caloric intake based on their personal goals and activity levels.
- Understand the difference between micronutrients and macronutrients and the importance of both to their health.
- Identify the passageway of food and how the body uses food for energy.

2. The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

- a. Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. **(HE.9-12.2.1.12.PGD.1)**

STUDENTS WILL BE ABLE TO:

- Evaluate their own personal goals.
- Develop an understanding of what a healthy active lifestyle looks like for them.
- Create a dietary plan to achieve goals.
- Identify factors that could hinder goals.

Assessments:**Formative Assessments:**

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Nutrition; Nutrition Fact Labels; Digestive system

Summative Assessments:

- Personal nutrition needs assessment
- Unit Test

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

[ppt](#)

[Food Labels](#) (students will analyze food labels and use information learned to determine its health benefits and risks)

[Introduction to Sports Nutrition](#)

Understanding the production of ATP & muscle fatigue-[Activity](#) (interactive activity to help students better understand the production of ATP while exercising)

[Nutrients: Ingestion to Energy Metabolism](#)

[Metabolism Math](#) (Worksheet to complete to apply information learned about BMR)

[Carbohydrates](#)

[Fats](#)

[Proteins](#)

[Vitamins](#)

[Minerals](#)

[Water](#)

Vocabulary**Tier 2 (high-frequency words used throughout the unit)**

- Nutrition
- Fitness
- Energy
- Diet
- Exercise
- Carbohydrates
- Fats
- Proteins
- Vitamins
- Minerals
- Hydration

Tier 3 (discipline-specific words used throughout the unit)

- Macronutrients
- Micronutrients
- Essential
- Non-essential
- Metabolism
- Glycemic Index
- Glycogen
- Hydrophobic
- Lipophilic
- Amino Acids
- Nitrogen Balance
- Adenosine Triphosphate (ATP)

Accommodations & Modifications**Special Education Accommodations and Modifications for Assignments:**

- Extended time if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Special Education Accommodations and Modifications for Assessments:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
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- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Allow use of notes on assessments.
- Offer re-test for assessments where effort was made but comprehension and skills need more time or opportunity to develop.

ELL Accommodations and Modifications for Assignments:

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Provide oral and written instructions.
4. Extended time.
5. Provide a copy of notes.
6. Chunk assignments.
7. Teacher modeling

ELL Accommodations and Modifications for Assessments:

1. Extended time.
2. Word bank
3. Shorten assessments.

G&T Accommodations and Modifications:

1. Provide assignment choices that require more detail and deeper understanding.
2. Use inquiry-based practices and allow students opportunities to conduct additional research.
3. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

- LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- HS-LS1-7. - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
- TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- 9.4.12.CI.1: - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Unit Overview

This unit is designed to guide students' understanding of nutritional ergogenics, how to properly track intake of nutrition, pre-during-post exercise nutrition, and how to manage weight for sports performance. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about nutritional ergogenics, such as dietary supplements and doping, as well as specific energy needs during exercise. Instructional design and discussion seeks to guide students about how to log food intake and portion sizes and control. It guides students in their consideration of multiple perspectives about proper weight management as well as gaining weight healthfully based on personal fitness goals. It allows space for students to explore and analyze their own food intake, and deeper thinking about dietary supplements and doping laws in sports. This unit uses inquiry to engage students in learning processes that develop critical thinking about supplements and drug use in sports, food intake, and weight management based on specific sports and/or fitness goals. Students will analyze and evaluate their own personal food intake and compare their intake to their needs to best reach their fitness goals, while creating real-world connections to others' dietary and lifestyle choices and comparing experiences. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary, doping laws, and apply key ideas to their personal fitness goals.

Essential Questions:

- How do you know if you are getting the proper nutrients in your food choices?
- How is nutrition important through all stages of life?
- How are the federal dietary guidelines useful in planning healthy diets?
- How does school policy influence healthy or unhealthy eating and physical activity levels?
- How does proper nutrition after exercise affect your recovery time and muscle repair?
- What role does proper nutrition play in maintaining a healthy body composition for your sport?
- How does media portrayal of athletes' bodies influence nutrition choices among young athletes?
- How does your mindset around food and nutrition impact your athletic performance?

Learning Targets & Standards

1. ***The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.***
 - a. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. **(2.2.12.N.2)**
 - b. Implement strategies and monitor progress in achieving a personal nutritional health plan. **(2.2.12.N.4)**

STUDENTS WILL BE ABLE TO:

- Define ergogenic and provide examples of ergogenics.
- Analyze the benefits and risks of supplements and ergogenic aids.
- Understand doping and drug regulations in sports.
- Explain how energy is derived and utilized during exercise.

2. ***Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.***
 - a. Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the

Health & Wellness in Sports, Unit #2 , Nutrition & Supplements for Training and Competition 2024-2025

United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). **(2.3.12.ATD.2)**

STUDENTS WILL BE ABLE TO:

- Analyze the benefits and risks of supplements and ergogenic aids.
- Understand doping and drug regulations in sports.
- Analyze and evaluate information, advertisements, and claims about supplements and make informed choices.
- Identify long-term impact of doping and supplement use on athletic careers, academic pursuits, and personal health.

Assessments:

Formative Assessments:

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Ergogenic aids, Supplements & doping regulations, Weight Management, Energy needs pre-during-post exercise.

Summative Assessments:

- Doping and Supplement use case studies
- Supplement project
- Unit Test

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

[Hydration](#) graphic organizer *(Could utilize while discussing the importance about hydration before, during, and after exercise)*

[Cheating in Sports](#) *(Student apply knowledge and research real life scenarios about doping in sports at the highest level)*

[Substance Project](#)

[Nutritional Ergogenics](#)

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

- Nutrition
- Energy
- Diet
- Exercise
- Carbohydrates
- Protein
- Fats
- Vitamins
- Minerals

Tier 3 (discipline-specific words used throughout the unit)

- Ergogenic aid
- Biomechanical
- Psychological
- Physiological
- Pharmacological
- Doping
- Anabolic Agent
- Body Composition
- Energy Balance
- Antioxidants
- Electrolytes
- Hyponatremia
- Recovery
- Hydration

Accommodations & Modifications

Special Education Accommodations and Modifications for Assignments:

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ELL Accommodations and Modifications for Assignments:

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Provide oral and written instructions.

4. Extended time.
5. Provide a copy of notes.
6. Chunk assignments.
7. Teacher modeling

ELL Accommodations and Modifications for Assessments:

1. Extended time.
2. Word bank
3. Shorten assessments.

G&T Accommodations and Modifications:

1. Provide assignment choices that require more detail and deeper understanding.
2. Use inquiry-based practices and allow students opportunities to conduct additional research.
3. Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

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- HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- 9.4.12.CI.1: - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Unit Overview

This unit is designed to guide students' understanding of nutrition for different fitness levels and needs. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about nutrition and energy needs for endurance and ultra endurance athletes, strength/power athletes, and team sport athletes, and why these needs differ based on fitness levels/goals. Instructional design will guide students in their consideration of multiple perspectives about special topics such as disordered eating and considerations such as health (e.g. diabetes, pregnancy), dietary restrictions (e.g. Vegetarian), and age (child, teen, college, masters). It allows space for students to explore and analyze various nutritional needs for athletes across a large spectrum of factors. This unit uses inquiry from previous knowledge to engage students in learning processes that develop critical thinking about nutritional/energy needs based on specific lifestyle goals. Students will create real-world connections to personal considerations in dietary needs based on fitness goals and compare experiences relevant to the culture of learners in the classroom. Students will create a respectful environment where peers feel comfortable having discussions about these sensitive topics. Students will have agency to create nutritional plans that include all nutritional components, and caloric needs for specific case studies. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary and applications.

Essential Questions:

- How can you personalize your nutrition plan to meet your individual needs as an athlete?
- What are some potential long-term consequences of poor nutrition habits during your athletic career?
- What is the connection between food and mood?
- How can athletes tailor their diets to meet their individual needs, considering factors like age, body type, and specific training goals?
- What are common myths or misconceptions about nutrition for endurance athletes?
- How can young athletes ensure they're meeting their nutritional needs while balancing school, training, and other activities?
- What are the key nutrients that strength and power athletes need to support their performance?
- How does portion control impact blood sugar levels, and what strategies can I use to manage portion sizes?
- How do calorie needs change during pregnancy when active or involved in sports?
- How does societal pressures and media influence attitudes towards body image and eating behaviors?

Learning Targets & Standards

1. ***Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.***
 - a. Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). **(2.2.12.PF.4)**
 - b. Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. **(2.2.12.PF.5)**

STUDENTS WILL BE ABLE TO:

- Identify consequences of poor nutrition habits
- Understand ATP production and how to improve ATP in endurance/ultra endurance athletes
- Understand how to calculate caloric needs based on activity factors
- Explain why the aerobic system is important for strength/power athletes
- Analyze how nutrition affects the growth and maturation of child/teen athlete

2. ***The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors***

like age, lifestyle, and family history.

- a. 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.1)**
- b. 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.3)**

STUDENTS WILL BE ABLE TO:

- Identify the benefits of vitamins for endurance/ultra endurance athletes
- Explain potential consequences of inadequate protein in athletes
- Explain the role of fat for strength/power athletes
- Evaluate the role of hydration for athletes before, during, and after exercise
- Explain the difference between hyperhydration and euhydration
- Explain nutritional needs for teen athletes and those going through puberty
- Analyze various diet trend or diet restrictions and their influence on athletic performance

Assessments:**Formative Assessments:**

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Endurance/ultra endurance athletes, Strength/power athletes, Team sport athletes, Special considerations/topics.

Summative Assessments:

- Case Studies/athletic scenarios
- Unit Test

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

[*"Winning At All Costs"*](#) - Winning At All Costs [worksheet](#)

[Janice](#) (Case Study)

[Dinner Menus](#) (Case Study)

[Nutritional Consultation with Athletes](#)

[Weight Management](#)

[Endurance and Ultra Endurance Athletes](#)

[Strength/Power Athletes](#)

[Team Sport Athletes](#)

Vocabulary**Tier 2 (high-frequency words used throughout the unit)**

- Nutrition
- Energy
- Diet
- Exercise
- Carbohydrates
- Protein
- Fats
- Vitamins
- Minerals

Tier 3 (discipline-specific words used throughout the unit)

- Cardiorespiratory Endurance
- Aerobic
- Anaerobic
- ”Bonking”
- Tapering
- Glycogen
- Amino Acids
- Diabetes
- Insulin
- Hyperglycemia
- Hypoglycemia
- The Female Athlete Triad
- Relative Energy Deficiency in Sports (RED-S)

Accommodations & Modifications**Special Education Accommodations and Modifications for Assignments:**

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7. Teacher modeling

ELL Accommodations and Modifications for Assessments:

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3. Shorten assessments.

G&T Accommodations and Modifications:

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- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- 9.4.12.Cl.1: - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Unit Overview

This unit is designed to guide students' understanding of all learned concepts into real life scenarios. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about sports nutrition and responsibilities such as education athletes/clients, and supporting injury recovery, addressing special dietary needs, and staying up to date on research. It allows space for students to apply knowledge and skills to a variety of case studies. This unit uses inquiry from previous knowledge to engage students in learning processes that develop critical thinking about nutritional/energy needs based on specific lifestyle goals. Students will create real-world connections to personal considerations in dietary needs based on fitness goals and compare experiences relevant to the culture of learners in the classroom. Students will have agency to create nutritional plans that include all key components, and prior knowledge for specific case studies. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary and applications.

Essential Questions:

- How do sports nutrition coaches work with other professionals (e.g., coaches, doctors, trainers) to support an athlete's health?
- What are some practical strategies for dealing with common nutritional challenges in sports?
- How do sports nutrition coaches stay updated with the latest research and trends in sports nutrition?
- How can you use goal-setting and self-monitoring to promote adherence to nutrition strategies?
- What role does education and support play in helping athletes make informed food choices?

Learning Targets & Standards

1. ***The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.***
 - a. 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.3)**
 - b. Implement strategies and monitor progress in achieving a personal nutritional health plan. **(2.2.12.N.4)**

STUDENTS WILL BE ABLE TO:

- Identify strategies to maintain healthy eating habits beyond sports.
- Create balanced meals and snacks.
- Evaluate the impact of proper nutrition on athletic performance, recovery, and overall health.
- Analyze athletic scenarios and develop nutrition plans.
- Explore career opportunities in the field of nutrition and sports

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

-Warm Up & Exit Tickets
-Strategic Questioning
-Think-Pair-Share
-Class participation
-Classwork assignments
-Quiz: Child/Teen Athletes, College Athletes, Pregnancy

Summative Assessments:

- Case Studies/athletic scenarios
- Unit Test

Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

[Special Considerations in Sports Nutrition](#)

[Interactive Case Studies](#) Individualized

“You are the Nutrition Coach”- Summative Assignment in “*Practical Applications in Sports Nutrition*”

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

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- Exercise
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