HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Mrs. Sisock Subject : Health Start Date(s): 3/18 /15 Grade Level (s): 7**

 **Building : Valley**

|  |
| --- |
| **Unit Plan** |
| **Unit Title:** Understanding the Importance of Nutrition**Essential Questions:** What is Nutrition?Explain the Myplate.gov dietary guidelines?What substance should I limit in my diet? What are the six major nutrients?What are the functions of each nutrient?What is the difference between natural sugars and added sugars?How can I use nutrition label to make wise food choices?How do you plan a healthy meal?How does the excretory system breakdown your food?**Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**10.1.9.C. Analyze factors that impact nutritional choices of adolescents (advertising, dietary guidelines, body image, and eating disorders)10.1.9.B. Analyze the interdependence existing among the body systems.10.2.9.C.. Analyze media health and safety messages and describe their impact on personal health and safety. **Summative Unit Assessment :**

|  |  |
| --- | --- |
| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- analyze the proper food groups the body needs and the digestion process. | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

 |

|  |
| --- |
| **DAILY PLAN** |
| **Day** | **Objective(s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective(s)** |
| 1 | Students will- break down the influences of food choices.Students will- examine the Myplate.gov dietary guidelines.  | 13 | Direct Instruction- Lecture of notes, Compare and contrastIndependent Study- (whole group- myths, fact, and N/A) Choose if statements are myths, facts, or undecided | WS | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Kinesthetic AssessmentSummative- ParticipationStudent Self - Assessment-Discussion- whole grp & individual |
| 2 | Students will- judge food based on sensory appeal. | 3 | Direct Instruction- Lecture of notes, Compare and contrastIndependent Study- (-Dizzy bat)- perform to understand how alcohol affects your bodyCookie Activity | W | 40 Health BooksWhite BoardChapter 4 packetsActivity EquipmentPaperTimer | Formative- Observations, Discussion, Kinesthetic AssessmentSummative- ParticipationStudent Self - Assessment-Discussion- whole group |
| 3 | Students will- dissect the food groups and Myplate.gov content. | 2 | Direct Instruction- Lecture of notesInteractive Instruction-(Small group-worksheet) answer questions working togetherComputer Lab | SI | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 4 | Students will- break down the 6 major nutrients of foods.Students will- simplify a food nutrition label. | 2 | Direct Instruction- Lecture of notesInteractive Instruction-(Small group-worksheet) answer questions working together | S | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer  | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 5 | Students will- take apart the nutrition label.Students will- uncover the different added sugars in foods. | 34 | Indirect Instruction- Reflective discussion about movies using tobacco products.Ice water- hand | WS | 40 Health BooksWhite BoardChapter 4 packetsActivity EquipmentPaperTimer | Formative- Observations, Discussion, Kinesthetic AssessmentSummative- ParticipationStudent Self - Assessment-Discussion- whole & small group |
| 6 | Students will- rank the different food items by highest to lowest sugar content. | 2 | Direct Instruction- Lecture of notesInteractive Instruction-(Small group-worksheet) answer questions working togetherSugar Activity | S | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer  | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 7 | Students will- screen the movie Supersize Me for deceptive measures carried out by the fast food businesses in order to lure children towards their food. | 2 | Direct Instruction- Lecture of notesInteractive Instruction-(Small group-worksheet) answer questions working togetherMovie | S | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 8 | Students will- screen the movie Supersize Me for bad nutritional habits. | 2 | Direct Instruction- Lecture of notesInteractive Instruction-(Small group-worksheet) answer questions working togetherMovie | S | 40 Health BooksWhite BoardChapter 4 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 9 | Students will- break down the nutritional value and importance of meal planning.Students will- take apart the digestive and excretory systems. | 1 | Independent Study- Test | I | 40 Health BooksChapter 4 packetsTestTimer | Formative- ObservationsSummative- ParticipationStudent Self - Assessment-Discussion- individual |
| 10 | Students will- design the parts and organs of the digestive system. | 123 | Direct Instruction- Structured OverviewInteractive Instruction- (Small group) Creating posterPoster | WS | 40 Health BooksWhite BoardChapter 4 packetsPaper/Project SuppliesTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- whole & small group |
| 11 | Students will- examine the function of the parts and organs within the digestive system. | 123 | Interactive Instruction- (Small group) Creating posterPoster | S | 40 Health BooksWhite BoardChapter 4 packetsPaper/Project SuppliesTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 12 | Students will- test for knowledge of alcohol, drugs, and body systems. | 1 | Independent Study- Test | I | 40 Health BooksChapter 4 packetsTestTimer | Formative- ObservationsSummative- Unit Test-(100 pts.)Student Self - Assessment-Discussion- individual |