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**

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| **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) | |

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| **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. | 1  3 | Direct Instruction- Lecture of notes, Compare and contrast  Independent Study- (whole group- myths, fact, and N/A) Choose if statements are myths, facts, or undecided | W  S | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Kinesthetic Assessment  Summative- Participation  Student Self - Assessment-  Discussion- whole grp & individual |
| 2 | Students will- judge food based on sensory appeal. | 3 | Direct Instruction- Lecture of notes, Compare and contrast  Independent Study- (-Dizzy bat)- perform to understand how alcohol affects your body  Cookie Activity | W | 40 Health Books  White Board  Chapter 4 packets  Activity Equipment  Paper  Timer | Formative- Observations, Discussion, Kinesthetic Assessment  Summative- Participation  Student Self - Assessment-  Discussion- whole group |
| 3 | Students will- dissect the food groups and Myplate.gov content. | 2 | Direct Instruction- Lecture of notes  Interactive Instruction-(Small group-worksheet) answer questions working together  Computer Lab | S  I | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student 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 notes  Interactive Instruction-(Small group-worksheet) answer questions working together | S | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- small group |
| 5 | Students will- take apart the nutrition label.  Students will- uncover the different added sugars in foods. | 3  4 | Indirect Instruction- Reflective discussion about movies using tobacco products.  Ice water- hand | W  S | 40 Health Books  White Board  Chapter 4 packets  Activity Equipment  Paper  Timer | Formative- Observations, Discussion, Kinesthetic Assessment  Summative- Participation  Student 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 notes  Interactive Instruction-(Small group-worksheet) answer questions working together  Sugar Activity | S | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student 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 notes  Interactive Instruction-(Small group-worksheet) answer questions working together  Movie | S | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- small group |
| 8 | Students will- screen the movie Supersize Me for bad nutritional habits. | 2 | Direct Instruction- Lecture of notes  Interactive Instruction-(Small group-worksheet) answer questions working together  Movie | S | 40 Health Books  White Board  Chapter 4 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student 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 Books  Chapter 4 packets  Test  Timer | Formative- Observations  Summative- Participation  Student Self - Assessment-  Discussion- individual |
| 10 | Students will- design the parts and organs of the digestive system. | 1  2  3 | Direct Instruction- Structured Overview  Interactive Instruction- (Small group) Creating poster  Poster | W  S | 40 Health Books  White Board  Chapter 4 packets  Paper/Project Supplies  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- whole & small group |
| 11 | Students will- examine the function of the parts and organs within the digestive system. | 1  2  3 | Interactive Instruction- (Small group) Creating poster  Poster | S | 40 Health Books  White Board  Chapter 4 packets  Paper/Project Supplies  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- small group |
| 12 | Students will- test for knowledge of alcohol, drugs, and body systems. | 1 | Independent Study- Test | I | 40 Health Books  Chapter 4 packets  Test  Timer | Formative- Observations  Summative- Unit Test-(100 pts.)  Student Self - Assessment-  Discussion- individual |