

Englewood Public School District

Comprehensive Health

Grade 8

Unit: Wellness Interventions and Individualized Nutrition

Overview: In this unit students will investigate how their personal choices affect their wellness now and in the future. The need for professional interventions for wellness will be identified and evaluated. Students will analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. They will determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors tailored to their specific needs.

Time Frame: One Marking Period

Enduring Understandings:

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

The prevention and control of diseases and health conditions are affected by many factors.

Eating patterns are influenced by a variety of factors.

Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Essential Questions:

How do my choices affect my overall wellness now and in the future?

How do I develop and support personal health goals?

When is professional help necessary to support wellness?

How are my nutritional needs different than the needs of others?

How can technology be used to support nutrition and wellness?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 2.1.8. C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on	<p>Topics</p> <p>Wellness Interventions</p> <p>Objectives</p> <p>Predict social situations that may require the use of decision-making skills.</p>	<p>Student will write a letter of advice to a younger person, either a sibling or a seventh grader giving them solid advice about social situations that will require decision making skills (peer pressure). They will cite</p>	<p>Teen Health, Chapters 5 & 6, pp. 84-124; Chapter 10, pp. 202-222, Glencoe, 2014</p> <p>Lesson: How Does Physical Activity Help Our Mental Health?</p> <p>https://www.healthyactiveki</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussions • Questioning during lessons <p>Summative Assessments:</p>

<p>physical, social, and emotional well-being.</p> <p>2.2.8. B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8. B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p>2.2.8. B.1 Predict social situations that may require the use of decision-making skills.</p> <p>.</p>	<p>Evaluate and demonstrate the impact of effective decision-making skills to increase healthy lifestyle choices and wellness throughout their lifetime.</p> <p>Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p>Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress.</p> <p>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	<p>facts, signs and symptoms of abuse/addiction, and consequences of bad decisions that were discussed in class. The letter should be one to two pages. (NJSLs W 7.7)</p> <p>Students will investigate the link between mental health and physical activity in the lesson How Does Physical Activity Help Our Mental Health?: https://www.healthyactivekids.com.au/teachers/tasmanian/unit-3-mental-health-wellbeing/lesson-8-physical-activity-help-mental-health/ (NJSLs W8.8)(NJSLs RI 8.7)</p> <p>Students will research how to obtain services for their mental/physical wellbeing through interviewing different health professionals or visiting informational websites of health professionals. Information gathered will be presented (PowerPoint, PSA, pamphlet, display board, radio address or infomercial). Students will also include how to recognize when someone needs assistance. (NJSLs</p>	<p>ds.com.au/teachers/tasmanian/unit-3-mental-health-wellbeing/lesson-8-physical-activity-help-mental-health/</p> <p>Lesson: Investigating Ways to Access Community Resources: https://www.healthyactivekids.com.au/teachers/tasmanian/unit-3-mental-health-wellbeing/lesson-2-investigating-ways-access-community-resources/</p> <p>Assessment: Rubric http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u1.pdf</p>	<p>Letters will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p> <p>Research and presentations about mental and physical well being will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternate Assessment:</p> <ul style="list-style-type: none"> • Whole Class Discussion • Peer to Peer Discussions • Reflection Journal • Portfolios
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W 8.7)(NJSLS W 8.8)
(NJSLS W8.6)

Comprehensive Health

2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.

2.1.8. B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8. B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8. A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.2.8. E.1 Evaluate various health products, services, and resources from

Topics

Individualized Nutrition

Technology and Nutrition

Objectives

Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements.

Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

Analyze the nutritional values of new products and supplements.

Students will investigate food packaging to help them make better food choices in the lesson Food Labelling. Students will discuss their findings in groups.
<https://www.healthyactivekids.com.au/teachers/tasmania/unit-1-food-nutrition/lesson-4-food-labelling/> (NJSLS W 8.7)(NJSLS W 8.8)(NJSLS SL 8.1)

Students will utilize information learned in order to develop their own food plan based upon their individual needs and cultural backgrounds. Students will evaluate one day of food intake in order to analyze the nutritional value based on food groups. The student will analyze the food with the help of Choose My Plate;
<https://www.choosemyplate.gov/SuperTracker/foodtracker.aspx> Super Food Tracker and identify any

Teen Health, Chapter 9, pp. 174-200, Glencoe, 2014

Lesson: Food Labelling;
<https://www.healthyactivekids.com.au/teachers/tasmania/unit-1-food-nutrition/lesson-4-food-labelling/>

Lesson: Media and the Community;
<https://www.healthyactivekids.com.au/teachers/tasmania/unit-1-food-nutrition/lesson-10-media-community/>

Web Article: Marketing obesity? Junk food, advertising and kids:
http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1011/11rp09

Teen Nutrition: 5 Food Groups Video:
<https://youtu.be/PDx4C7tcFbI>

Formative Assessments:

- Do Nows
- Exit Tickets
- Discussions
- Questioning during lessons

Summative Assessment:

Students meal plans and report will be assessed using a rubric;
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Students research paper will be assessed using a rubric.
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Alternative Assessment:

- Conferencing
- Homework Assignments
- Daily Writing
- Assignments

different sources, including the Internet.

2.1.8. A.1 Assess and apply Health Data: Health Data to enhance each dimension of personal wellness.

Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate.

Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

gaps in nutrition. (NJSLS W8.7)(NJSLS W 8.6)

Students will analyze the role the media play in nutrition during the lesson Media and the Community: <https://www.healthyactivekids.com.au/teachers/tasmania/unit-1-food-nutrition/lesson-10-media-community/> (6.2.12.D.5.c)

Students will develop a meal that will include the five food groups. The student's meal should consist of foods eaten in their home with an explanation of the cultural or ethnic food choices. Students will then track their food plan and how these foods may or may not affect their basal metabolic rate.

Students will write an in-depth research based paper describing the ways one can determine their basal metabolic rate. The paper should include an analysis of at least two ways one can determine basal metabolic rate, a description of how one can improve their metabolic rate, and a

Teen Nutrition Video: Eating Out
<https://www.youtube.com/watch?v=cINHMOLLur4>

How The Food You Eat Affects Your Brain Video: <https://youtu.be/xyQY8ang6g>

A Day in the Life: Teen Food Choices
<https://www.youtube.com/watch?v=5imsDV9war4>

Assessment: Rubric: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u1.pdf>

description of why this information is important to each individual. (NJSLS W8.7)(NJSLS W8.8)

Key Vocabulary:

Wellness – The state of being in good health, especially as an actively pursued goal.

Intervention – Action taken to improve a situation, especially a medical disorder.

Public Health – the health of the population as a whole, especially as monitored, regulated, and promoted by the state.

Mental Illness – refers to a wide range of mental health conditions that affect your mood, thinking and behavior.

Nutrition – The process of providing or obtaining the food necessary for health and growth.

Metabolism – the chemical processes that occur within a living organism in order to maintain life.

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Using advance organizers
- Brainstorming/webbing
- Speak and display terminology
- Teacher modeling

Special Education

- Solidify and refine concepts through repetition.
- Learner will work at own pace
- Utilize modifications &

At-Risk

- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations

Gifted and Talented

- Independent research can be extended outside of class
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content

<ul style="list-style-type: none"> ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary ● Pre-Teaching or Reviewing ● Allow take-home tests 	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time 	<p>and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> ● Real world scenarios ● Student Driven Instruction ● Students will present research to a different audience ● Curriculum compacting ● Inquiry-based instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.