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| **Nutrition** | | | ***45 – 90minutes*** | | **HE.912.C.1.3** Evaluate how environment and personal health are interrelated.  **HE.912.C.2.1** Analyze how the family influences the health of individuals.  **HE.912.C.2.3** Assess how the school and community can affect personal health practice and.  **HE.912.C.2.6** Evaluate the impact of technology on personal, family and community health. | **Written:** Evaluate how time and convenience affect the food choices you make? Give two examples.  Or  **Extended response:**  Natural and Organic Foods. Have students find out what these terms actually mean. Have students compare two similar products that carry these labels. In a paragraph have students offer an opinion about whether these products are healthier than similar products that do not make those claims. | | **Influences on Diet**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **General Information on Decision Making can be found in the Personal & Social Skills Level 3 Book pages 144-152.**  ***Why a Skills-Based Approach*? 4- 12**  ***Steps to Building Personal &Social Skills* 28-32**  **Health Smart: Nutrition & Physical Activity**  **Lesson 12: Analyzing Influences on Eating pg. 145**  Influences on My Eating (workbook found in eLearning)  **Lesson 13: Influences on Body Image pg. 155**   * Body Image Assessment (workbook found in eLearning)   **eLearning: Complete Lessons**   * Influences on Diet   **PCS HS Health Binder**   * Advertising (LMS-PH-142 – 146) * Eating Disorders (LMS-PH-74 – 105)   **Internet**   * Learn 360: * Smart Phone Guides & Recap of Tips for Healthy Eating on the Go * “Real People: Healthy body, Healthy Body Image * YRBS Data- Florida : cdc.gov/yrbs - Youth Online Interactive Data (weight Management and Dietary Behaviors * http://www.learn360.com/ShowVideo.aspx?ID=130027 * Sample Advertisements * http://homepage.mac.com/gapodaca/digital/bikini/bikini1.html <http://www.iwanexstudio.com/>   Airbrushing websites:  **Posters:** Solving the Portion Puzzle  Drink Analysis  Fat Facts |
| ***Nutrition*** | | ***45 minutes*** | | **HE.912.P.7.1** Analyze the role of individual responsibility in enhancing health.  **HE.912.C.1.8** Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors. | | | **Written:**  How might knowing your BMI influence you?  Or  Calculate your BMI, and compare it to the chart for your sex and age. Are you satisfied with your weight? Why or why not? (Prentice Hall pg. 227) | **BMI and BMR**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  **Lesson 14: Managing Weight in Healthy Ways pg. 165**  Ask the Expert! (workbook found in eLearning)  **Physical Best Activity Guide Third Edition**  Body Composition Survivor pgs. 112-115  **Fitness For Life Textbook**  Chapter 5: Learning Self-Management Skills  Chapter 13: Body Composition pg. 221  **Internet**  BMI Calculator  Centers for Disease Control  <http://apps.nccd.cdc.gov/dnpabmi/> |
| ***90 minutes*** | | **HE.912.C.1.1** Predict how healthy behaviors can affect health status.  **HE.912.C.1.4** Propose strategies to reduce or prevent injuries and health problems | | | **Written:**  Being overweight is more common in the United States than any other country. Why do you think this is the case? | **Importance of a Healthy Diet**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  **Lesson 12: Analyzing Influences on Eating & Physical Activity** pg. 145   * Assessing My Eating (workbook found in eLearning)   **Lesson 1: Nutrition & Health**   * 6 Important Nutrients (workbook found in eLearning)   **Nutrition Posters:** Portion Distortion and others  **Fitness for Life Textbook**  Chapter 14: Choosing Nutritious Food pg. 243  **PCS HS Health Binder**   * Good Nutrition Principles (LMS-PH-21) * Food Labels * Dietary Analysis - Breakfast Cereals (LMS-PH-22 – 23) * Evaluating Eating Habit (LMS-PH-25 – 27) * Glossary of Terms (LMS-PH-150 – 151)   **Internet**   * Learn 360 * Using MyPlate for Healthy Eating clip1:39 * [www.sixwise.com](http://www.sixwise.com) * [www.choosemyplate.gov](http://www.choosemyplate.gov)   **DVD/VHS**   * Fitness for Life Video   + Wellness DVD: Nutrition   + Lifetime Fitness DVD: Body Composition   **Words, Words, Words**  Vocabulary Tools |
| ***Nutrition*** | ***90 minutes*** | | | **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. | | | **Written:** Explain how aerobic exercise differs from anaerobic exercise. | **Types of Exercise**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  **Lesson 6: Physical Activity and Health**  **Physical Best Activity Guide Third Edition**   * Health and Fitness Quackery pgs. 213-214 * Evaluating Health Products pgs. 215-217   **Fitness For Life Textbook**  Chapter 1: Fitness and Wellness for All pg. 3  Chapter 3: Benefits of Physical Activity pg. 43  Chapter 6: Lifestyle Physical Activity and Positive Attitude pg.90  **Internet**   * Learn 360 * Empowering Pilates for Teens * Empowering Pilates for Teens (Advanced) Pilates Week * Principles of Pilates and Warm up Exercises (Video clip) |
| ***45 -60 minutes*** | | | **HE.912.P.7.1** Analyze the role of individual responsibility in enhancing health. | | | **Written:** Why would nutritionist recommend you consume complex carbohydrates at breakfast? Provide three breakfast items you could eat that would be considered complex carbohydrates? | **Breakfast**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **eLearning: Complete Lessons**   * Importance of a Healthy Breakfast   **Internet:**   * [**http://latino.foxnews.com/latino/health/2013/07/23/skipping-most-important-meal-day-is-dangerous-to-your-health/**](http://latino.foxnews.com/latino/health/2013/07/23/skipping-most-important-meal-day-is-dangerous-to-your-health/) **(importance of breakfast)** * **Learn 360**   + **Video: Importance of Breakfast from Learn 360 (3:52)** |
| ***45-60 minutes*** | | | **HE.912.C.2.1** Analyze how the family influences the health of individuals.  **HE.912.C.2.3** Assess how the school and community can affect personal health practice and. | | | Written:  Provide two ways that dehydration can affect an athlete’s performance? List three food or beverage items that an athlete could consume to stay hydrated. | **Sports Nutrition**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Physical Best Activity Guide Third Edition**   * Sport Spectacular pgs. 98-99   **Fitness For Life Textbook**  Chapter 14: Choosing Nutritious Food  **Internet:**   * Learn 360: * Nutrition and Fitness * Factors Affecting Performance: Energy (Video clip) * What should Athletes Eat clip 4:15 * What should Athletes Eat: Water and Electrolytes clip 2:32 * kidshealth.org/teen - Food and fitness-exercise * Kidshealth.org/teen-“ Energy Drinks and Foods Bars – Power or Hype |
| ***Nutrition*** | ***45-90 minutes*** | | | **HE.912.B.3.3** Justify the validity of a variety of technologies to gather health information.  **HE 912.C.2.6** Evaluate the impact of technology on personal, family and community health. | | | **Performance Task:**  Have students evaluate articles on sports supplements for reliability and validity. Then have students make a recommendation?  Or  **Extended Response:** Dietary Supplement. Find a website that meets the criteria for being a valid and reliable resource of information. Have students justify why it is a reliable source. | **Consumer Health**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Personal & Social Skills**  A Complete Vitamin Guide (LMS-PH-128 – 141)  **eLearning: Complete Lessons**   * Supplements 101   **Internet**   * [**http://www.nlm.nih.gov/medlineplus/druginfo/herb\_All.html**](http://www.nlm.nih.gov/medlineplus/druginfo/herb_All.html) * [**www.gnc.com**](http://www.gnc.com) * [**www.vitaminworld.com**](http://www.vitaminworld.com) * [**www.walgreens.com**](http://www.walgreens.com) * [**www.cvs.com**](http://www.cvs.com)   **Fitness For Life Textbook**  Chapter 15 Making Consumer Choices pg. 260 |
| ***45 – 90 minutes*** | | | **HE.912.C.2.5** Evaluate the effect of media on personal and family health.  **HE.912.C.2.7** Analyze how culture supports and challenges health beliefs, practices, and behaviors.  **HE.912.B.3.1** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  **HE.912.B.3.4** Justify when professional health services or providers may be required. | | | **Written**: Media Wise:  Have students evaluate a diet plan using the checklist in the Prentice Hall Textbook pg. 230.  **Extended Response:** Complete the above activity. Have students adjust the plan to make it more effective. | **Fad Diets**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition & Physical Activity**  Lesson 11: Finding Accurate Information pg.135   * Information Hunt (workbook found in eLearning)   **Personal & Social Skills**   * Food Fads, Facts, and Fallacies (LMS-PH-28 – 45)   **eLearning: Complete Lessons**   * Fad Diets   **Youth Mental Health First Aid USA**  (Teacher and Student Informational Resource)   * Eating Disorders pgs. 72-85   **Internet**   * <http://www.everydiet.org/fad_diets.htm> - fad diets * <http://www.youtube.com/watch?v=283sYIyFP6Y&feature=BFa&list=ULadez54VPeNg&index=2> short video on fad diets (humorous) * <http://www.health-lifestyles.org/garciniatn.asp?o1=GT4&source=cb&c1=&popup=&bgpic>= (Dr. Oz video and article)   **Fitness for Life Textbook**  Chapter 1: Body Composition: pg.221 |
| ***Nutrition*** | ***45 – 90 minutes*** | | | **HE.912.B.3.3** Justify the validity of a variety of technologies to gather health information. | | |  | **Food Safety**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Health Smart: Nutrition and Physical Activity**  Lesson 16: Food Safety at Home and Work   * Preventing Food Borne Illness (workbook found in eLearning) * Food-Borne-Illness Detective (workbook found in eLearning) |
| ***45--130 minutes*** | | | **HE.912.P.8.1** Demonstrate how to influence and support others in making positive health choices.  **HE.912.P.8.3** Work cooperatively as an advocate for improving personal, family, and community health. | | | **Performance Task:**  Have students create a list of free or low cost activities and locations for recreational activities. Students should create posters, flyers or school TV. Announcements advertising the information.  **Performance Task:** Have students participate in an advocacy activity to benefit your school.  Example: Choose an organization to work with, and have a can food drive for the holidays. | **Advocacy**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **Fitness For Life Textbook**   * Activity: Water at School pg. 258 - Educate on the need to drink water. * Presentation: Proper stretching to students at elementary school * Newspaper- Survey students about physical activity. (Why they don’t participate or do?) Publish information in school newspaper. * Health and Community pg. 321: local resources for free or reduced cost fitness/exercise opportunities.   **Physical Best Activity Guide Third Edition**   * Advocacy Activity: Exercise Your Rights pgs. 230-231   **Awareness Ideas**   * Can Food Drive at School (Thanksgiving or Christmas) * Food Highlights – Present on School TV. * Newspaper- information on common snack foods and the amount of a specific exercise it takes to burn the calories. |
| ***Nutrition*** | ***45-60 Minutes*** | | | **HE.912.C.2.1** Analyze how the family influences the health of individuals. | | | **Written:**  Using Figure 1 on page 193 in the Prentice Hall Textbook, have students determine which lunch provides for energy? Which lunch has more nutrients? | **Your Favorite Meal**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **eLearning: Complete Lessons**   * Your Favorite Meal   **Physical Best Activity Guide Third Edition**   * Calorie Balancing Act pgs. 131-133 * 1000 Reps pgs. 46-48   **Internet**   * [**http://www.fatsecret.com/calories-nutrition/**](http://www.fatsecret.com/calories-nutrition/) **food resource** * [**http://www.nhlbi.nih.gov/health/public/heart/obesity/lose\_wt/lcal\_fat.htm**](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/lcal_fat.htm) **lower fat foods** * **Internet: Stop & Go Fast Food Nutrition Guide fast food restaurants** * **HealthyDiningFinder.com healthy food at restaurants** * **Learn 360:** [**Reading and Understanding the New Food Label**](http://learn360.infobase.com/p_ViewVideo.aspx?xtid=128440&tScript=0) |
| ***45 minutes*** | | | **HE.912.C.2.5** Evaluate the effect of media on personal and family health. | | | **Written:** Why do we recommend people shop the perimeter (outer edge) of the store? How can it save people money?  OR  Have students work in groups to use a food label to answer questions to determine whether a food is healthy and why.  (Reading Food Label Worksheet) | **Grocery Shopping 101**  **Student Remediation:** To provide students with remedial lessons choose an alternative lesson from the resources provided. | | **eLearning: Complete Lessons**   * Grocery Shopping 101 * Reading Food Label   **Internet:**   * Learn 360   + Grocery Shopping Challenge <http://www.learn360.com/ShowVideo.aspx?ID=516648>   + [**Reading and Understanding the New Food Label**](http://learn360.infobase.com/p_ViewVideo.aspx?xtid=128440&tScript=0) |
| ***Nutrition*** | ***200 Minutes*** | | | **HE.912.B.6.2** Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.  **HE.912.P.7.2** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.   |  |  | | --- | --- | | 4 | I will attain my short term health goal under the required budget using coupons. | | 3 | *I will formulate a plan to reach a short term health goal.*  *I will evaluate how effective my plan was and how it might*  *improve and reduce health risks.* | | 2 | * I completed the daily meal logs * I met my daily required serving intake for each food group. * All the foods used are present and in proper quantities on my grocery list * I stayed within my budget. * I completed my project evaluation. | | 1 | With help from the teacher, I have only partial success at a score 2.0 | | 0 | Even with help, I am unable to be successful on this lesson. |   Sample Scale | | | **Performance Task:** Budget your food intake for one week meeting your daily nutritional needs. | **Week of Meals for $73** | | **Personal & Social Skills:**   * Instant Replay pg. 191 * Discovering Community Resources pg. 337   **eLearning: Complete Lessons**   * Week of Meals for $73   **Internet:**   * [**www.choosemyplate.gov-**](http://www.choosemyplate.gov-) **Servings and Food Groups** * [www.walmart.com](http://www.walmart.com) : Grocery Shopping * [www.target.com](http://www.target.com) : Grocery Shopping * [www.pricebam.com](http://www.pricebam.com) : Grocery shopping * <http://www.cnpp.usda.gov/USDAFoodCost-Home.htm>   (How much money various demographics spend in food.) |
| ***Resources*** | | | | **Health Smart:**   * Nutrition and Physical Activity   **Personal & Social Skills*:***  **Physical Best Activity Guide Third Edition**  **Youth Mental Health First Aid USA**  **Family Life Education Course**  **PCS Health Processing Posters**   * PACED * Analyzing Information * Analyzing Influences * Media Influences   **Canvas (sign up with Education Office)**  **Measuring Cups, MyPlate Plate**  **Posters:**   * **Nutrition: Portion Distortion and others:** * **Solving the Portion Puzzle** * **Drink Analysis** * **Fat Facts** | | | | | **eLearning**  HOPE Parent Letter  HOPE YRBS – Pinellas County  HOPE Curriculum Map  Approved Speakers  Complete Unit of Nutrition Lessons   * Influences on Diet * Importance of a Healthy Breakfast * Supplements 101 * Fad Diets * Your Favorite Meal * Grocery Shopping 101 * Reading Food Label * Week of Meals for $73 | |