

**Winslow Township School District**  
**11<sup>th</sup> Grade Health**  
**Nutrition**

**Overview:** The students will examine the relationship between nutrition, the quality of life and disease. They will evaluate what influences food choices and understand the immediate and long term benefits of nutrition on the body system. The students will describe the functions of the six basic nutrients and be able to identify what nutrients are in a variety of foods. The students will understand balance, variety and moderation is important when making food choices. They will describe the effects of healthful eating behaviors on the body system. They will analyze food labels and describe the causes and prevention of foodborne illness.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>• <b>Nutrition</b></li> </ul>	<ul style="list-style-type: none"> <li>• 2.2.12.N.1</li> <li>• 2.2.12.N.2</li> <li>• 2.2.12.N.3</li> <li>• 2.2.12.N.4</li> <li>• WIDA 1</li> </ul>	<ul style="list-style-type: none"> <li>• The students will understand how eating properly, getting proper nutrients, having a healthy body composition and keeping a balanced diet through variety, moderation and fitness can play a huge part in leading a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Why is nutrition important in one’s quality of life?</li> <li>• What diseases can develop throughout life that relate to not having a healthful and balanced diet?</li> <li>• What influences your food choice?</li> <li>• Why are balance, variety and moderation important when making food choices?</li> <li>• How does eating healthy affect the body system?</li> <li>• What are the 6 main facts on a food label?</li> <li>• What is a foodborne illness and how can you prevent it?</li> <li>• What is body composition and how is it related to diet and fitness?</li> <li>• What are fad diets and what are the 3 main weight-loss strategies?</li> <li>• What are the 3 eating disorders and their symptoms?</li> <li>• What are the risks of eating disorders?</li> </ul>
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Eating disorders are extreme harmful eating behaviors that can cause serious illness or even death.</li> <li>• Binge eating results in unhealthy weight gain, which can cause diabetes 2, heart disease, and stroke, gallbladder problems, high blood pressure, high cholesterol, and increased risk of cancers.</li> </ul>		

Curriculum Unit	Standards		Pacing	
			Days	Unit Days
	2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.	2	10
	2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.	2	
	2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.	2	
	2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.	2	
	Assessment, Re-teach and Extension		2	

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<b>Grade 11</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectation</b>
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.	2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
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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.	2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.

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**Assessment Plan**

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"><li>• Text book</li><li>• Chapter PowerPoints</li><li>• Study Guides</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ol style="list-style-type: none"><li>1. Analyze the relationship between nutrition, quality of life and disease.</li><li>2. Evaluate various influences on food choices.</li><li>3. Investigate the immediate and long- term benefits of nutrition on body systems.</li><li>4. Assess the functions of the six basic nutrients in maintaining health.</li><li>5. Identify the nutrients in a variety of foods.</li><li>6. Explain the relationship between nutrition, health promotion, and disease prevention.</li><li>7. Connect the importance of balance, variety, and moderation when making food choices.</li><li>8. Describe the effects of healthful eating behaviors on the body system.</li><li>9. Organize and label the information on food labels.</li><li>10. Distinguish the causes and prevention of foodborne illness.</li><li>11. Compare the relationship between body composition, diet and fitness.</li><li>12. Examine the importance of maintaining a healthy weight to promote health and prevent disease.</li><li>13. Demonstrate healthful ways to manage weight</li><li>14. Measure the risks of fad diets and other harmful weight-loss strategies.</li><li>15. Name the causes and symptoms of eating disorders.</li><li>16. Create decision-making skills to get help for someone you know who has an eating disorder.</li></ol>

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**Instructional Best Practices and Exemplars**

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| <ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol> | <ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol> |
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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.  
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas  
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

*Students with special needs:* Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in health practices in students home country</li> <li>• Speak and display terminology and movement</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>ELA</b></p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interdisciplinary Standards</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	



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**Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.