

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

**Overview:** The students will begin their study of wellness by differentiating between health and wellness. The students will recognize that prevention is the key to having wellness. The students will understand the need for balance between physical, social and emotional/mental health. Students will recognize and analyze factors that influence their personal health. The students will assess way to ensure healthy decision-making skills to avoid situations that put their health at risk.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>• <b>Wellness</b></li> </ul>	2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 WIDA 1	<ul style="list-style-type: none"> <li>• The students will take responsibility for their health by analyzing how influences such as heredity, environment, culture, media and technology impact health and analyze how achieving wellness requires an ongoing lifelong commitment to physical, mental/emotional and social well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you be healthy and not well?</li> <li>• What is the relationship between healthy behaviors and health risks?</li> <li>• How might something affecting one side of the health triangle affect the other two sides?</li> <li>• How might influences such as heredity, environment, culture, media and technology impact health?</li> <li>• How can you reduce the health consequences of taking risks?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Being healthy doesn't mean that you will never be sick. It means knowing various strategies when making decisions related to health needs and risks of young adults.</li> <li>• By practicing health and safety habits you reduce your risk of disease and injury.</li> <li>• When one side of the health triangle receives too much or too little attention, the whole triangle can become lopsided and unbalanced.</li> <li>• Different environments, cultures, heredity, and the media can affect your health at each stage of your life either in a positive or negative way.</li> <li>• By becoming responsible for your own health and avoiding actions that can potentially threaten you and the health of others you can reduce your health risks.</li> </ul>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
• Wellness	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.	3	16
	2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.	3	
	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.	3	
	2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.	3	
	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.
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.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
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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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**Wellness**

**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. Differentiate between health and wellness</li> <li>2. Interpret prevention as key to wellness</li> <li>3. Investigate ways to educate themselves about health wellness.</li> <li>4. Formulate ways to balance health triangle</li> <li>5. Connect factors that influence personal health</li> <li>6. Asses ways to ensure healthy decision-making skills</li> <li>7. Investigate ways to avoid risky behaviors</li> <li>8. Distinguish immediate and long term effects one’s health.</li> <li>9. Compare the difference between setting short term and long term goals</li> </ol>
<b>Instructional Best Practices and Exemplars</b>	
<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/>

**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

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Modifications for At-Risk Students	
<p>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.</p> <ul style="list-style-type: none"> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments as needed</li> <li>• Oral prompts can be given.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> </ul>	
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> <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>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** 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.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**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.