

Old Dominion University
Health & Physical Education
Unit Plan

Unit: Nutrition		Grade: 9	
Teacher: Megan David		Number of Lessons: 3	
Location: Health/ Oscar Smith High School			
<i>Goals & Objectives</i>			
National Standards		State SOLs	
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.		9.1. b. Identify guidelines for sleep, rest, nutrition, and physical activity.	
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		9.1. g. Describe the importance of health habits that promote personal wellness.	
		9.2. d. Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.	
		9.2.f. Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.	
Unit Goals			
<ul style="list-style-type: none">• SWBAT demonstrate healthy habits and decisions, that will promote for a healthy life.• SWBAT explain the connection between good eating and exercising habits, and a healthy lifestyle.• SWBAT promote a healthy lifestyle by consuming all nutrients needed in a day.			
Essential Questions:			
<ul style="list-style-type: none">• Explain how nutrition is related to body composition and overall health.• Demonstrate how to read a nutrition/food label.• Demonstrate what a healthy food plate would look like.• Explain and give examples of how to meal prep.			

<p>Essential Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • How nutrition is related to body composition and overall health. • How to create well rounded, healthy meals. • The recommended caloric intake for their age and gender. 	<p>Essential Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Read and understand what is on a nutrition/food label. • Create healthy food plates. • Create a nutritious meal preparation, that will last 5 days. • Work effectively in groups.
<p>Behavioral Objectives: <u><i>Psychomotor:</i></u></p> <ul style="list-style-type: none"> • SWBAT create a nutritious meal, using all food groups and proper portions by the end of the unit. • SWBAT create a nutritious meal preparation, lasting 5 days, using proper food portions by the end of the unit. <p><u><i>Cognitive:</i></u></p> <ul style="list-style-type: none"> • SWBAT explain how good nutrition and exercise habits effect ones overall health by the end of the unit. • SWBAT explain how the body uses nutrients to supply us with energy, by the end of the unit. <p><u><i>Affective:</i></u></p> <ul style="list-style-type: none"> • SWBAT work cooperatively with one another in small groups, when directed by the teacher, throughout the unit. • SWBAT understand the importance of proper nutrition for a longer, healthier life by the end of the unit. 	
<p style="text-align: center;"><i>Assessment</i></p>	
<p>Culminating Assessment:</p> <ul style="list-style-type: none"> • Chapter Test covering vocabulary, macronutrients, nutrition/food labels, dietary guidelines, etc. 	
<p>Key Criteria:</p> <ul style="list-style-type: none"> • Teacher Observation. • Answer keys. 	
<p>Other Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Exit tickets • Think, Pair, Share. • Teacher Observation. 	

Teaching Plan

Learning Activities:

- Day 1- Introduction to Nutrition Lesson, asking students what they already know about nutrition. The teacher will lecture about half of the Nutrition PowerPoint and students will fill in their notes worksheet. A vocabulary worksheet will be handed out for the students to finish by the end of class.
- Day 2- Recap of last class, asking students about their food groups, calories, empty calories, etc. The teacher will start lecturing the Nutrition PowerPoint, where the class left off. The students will follow along while filling out their notes. A 30 minute video will be shown to the students, while they write down 15 things they didn't know before the video. A vocabulary review worksheet will be handed out for the students to finish. If they finish before the bell, have them complete the lesson questions throughout ch. 10 in the book.
- Day 3- *Guidance Assembly (50 minutes)..Students will complete a short vocabulary quiz after the assembly. Once finished, have the students use their nutrition labels from home to complete a nutrition/food label worksheet. After, students will complete a calculating caloric intake worksheet. Any remaining time will be spent finishing work that needs finishing.

Equipment:

- PowerPoint and Notes Worksheet.
- Vocabulary worksheet.
- Nutrition Video
- Vocabulary Quiz.
- Nutrition/Food Label worksheet.
- Calculating Caloric Intake worksheet.
- Notecards

Reflection

Unit Evaluation

- Did the students enjoy the activities?
- How could I make this more hands on/ physical?
- How could I make this more enjoyable?
- How can I modify this for a longer unit?