

MSAD #54 Curriculum

Content Area: Health Education
 Grade: 9
 Unit: Nutrition Exercise fitness
 MLR Span: 9-Diploma

MLR Content Standard:
 A-Health Concepts ,
 B Health Information, Products and Services,
 E Communication and Advocacy Skills,
 F Decision-Making and Goal-Setting Skills:

Performance Indicator:
A3 Diseases/Other Health Problems
A6 Basic Health Concepts
B1 Validity of Resources
E1 Interpersonal Communication Skills
E2 Advocacy Skills
F3 Long-Term Health Plan

Performance Descriptor(s)	MSAD #54 Objectives	Instructional Resources/ Activities/Assessments
<p>Students A3 Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.</p> <p>A6 Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p> <p>B1 a. Students evaluate the <i>validity and accessibility of health information, products, and services.</i></p> <p>E1-b Students utilize skills for communicating effectively with</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze individual food choices and determine the influences in their environment. 2. Analyze the fast food industry and the effects it has on our society as well as each individual person, including themselves. 3. evaluate themselves with respect to their eating habits and determine the most effective way to improve their health. 4. create a food journal for 2 days in order to evaluate their nutrition. 5. Interpret the six essential nutrients and determine if they are 	<p>Activity 1 Watch the movie “Super Size Me” and have discussions around:</p> <ol style="list-style-type: none"> 1. Food choices 2. Food Influences 3. Cause and Effect of eating habits. 4. Media influences and techniques <p>Activity 2 Constructive responses Quiz 1</p> <ol style="list-style-type: none"> 1. Analyze your individual beliefs of the fast food industry and the impact it has on our society. 2. Reference at least three specific portions or beliefs that the movie explained. (Example, the school lunch program, physical education in schools, advertizing techniques that target kids, the health effects of fast food). 3. Also, explain how this movie has impacted you personally

<p>family, peers, and others to enhance health.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks</p> <p>E2-c</p> <p>Students demonstrate ways to influence and support others in making positive health choices.</p> <p>c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</p> <p>F 3</p> <p>Students formulate a long-term personal health plan, incorporating <i>decision-making</i> and <i>goal-setting</i> strategies.</p>	<p>receiving the correct amounts in their diet.</p> <p>6. Describe the three major eating disorders and determine the best course of actions when recognizing them in individuals as well as themselves.</p> <p>7. Define and explain the six essential nutrients using the flowcharts.</p> <p>8. Explain the possible effects of not having enough or too much of each six essential nutrients.</p> <p>9. Recognize the separate categories of the new food guide pyramid and compare a healthy meal with a fast food meal.</p> <p>10. navigate the government website “mypyramid.gov” and explain how to use it in the future.</p> <p>11. Apply the knowledge of nutritional fact labels by examining the vending machines in the school.</p> <p>12. Create an individual workout program and explain how it will improve their health.</p> <p>13. Recall the principles of exercise and the methods of how to train specific areas of fitness.</p> <p>14. Analyze their fitness level using CR,MS,ME,Flexibility, and Body Comp to determine the needs assessment for</p>	<p>and how might it dictate your food choices in the future?</p> <p>Activity 3 Food choices notes and worksheet</p> <p>Activity 4 Self Inventory of eating habits and a constructive response to how an individual can improve eating habits.</p> <p>Activity 5 2 day Food Journal Analyze the journal</p> <p>Activity 6 Quiz 2 Food choices and influences</p> <p>Activity 7 Breakfast Quiz (Not Graded) Discuss the importance of Breakfast and the appropriate food choices.</p> <p>Activity 8 Eating disorders (True False worksheet) Warning signs of each disorder. Discussion on how to help students/friends/family members.</p> <p>Activity 9 Quick Write Activity: Analyze the food that you ate and the better choice food you should have chosen. Then, explain how the better choice food can help you and your health.</p> <p>Activity 10 Six Nutrients worksheet Carbohydrates, Proteins, Fats, Vitamins, Minerals, and Water</p> <p>Activity 11 Carbohydrate Flow chart Understanding how the body uses them for energy. Both Complex and Simple.</p>
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workout program.

Activity 12

Quiz 3 Carbohydrate Flow Chart

Activity 13

Protein Study Guide (Note taking and explanation of a Protein)

Complete, Incomplete, Amino Acids, Functions, and vegetarianism.

Activity 14

Fats Study Guide (Flow Chart) Worksheet

Saturated, Monounsaturated, Polyunsaturated, Transfat, Functions, and Cholesterol.

Activity 15

Vitamins and minerals worksheets and notes.

Activity 16

Food journal activity to determine and analyze the amount of nutrients a student eats in a day.

Activity 17

Quick write: How does your body react to missing one of the six essential nutrients over a month time?

Activity 18

Quiz 4 Six nutrients flow charts

Activity 19 food guide pyramid

Mypryramid.gov

Create a health meal and compare it with a fast food meal.

Determine foods that belong in the separate food groups and analyze how exercise is also part of the pyramid.

Activity 20

Food label worksheet "What's on a Label?"

Activity 21

Vending machine analysis activity.

		<p>Food Fact labels.</p> <p>Activity 22 Food safety and food preparation</p> <p>EXERCISE FITNESS</p> <p>Activity 23 What is your level of fitness self inventory?</p> <p>Activity 24 Determine you Body Composition Body Fat %, BMI, and Height to weight Ratios.</p> <p>Activity 25 Create an individual workout program using the following as a guide. Create a needs assessment before creating a program associated with testing CR, ME, MS, Flexibility, Body Comp, RHR, THR, and RHR</p> <ol style="list-style-type: none">1. Principles of exercise2. Regularity3. Progression (FIT)4. Balance5. Variety6. Specificity7. Recovery8. Overload <p>Must include:</p> <ol style="list-style-type: none">1. Isometric2. Isotonic3. Isokinetic4. Aerobic5. Anaerobic <p>Activity 26 Practical Application of the workout program in the weight room.</p> <p>Activity 27 Unit 3 test</p>
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