

Health Unit 3: Place Matters



Unit Essential Question: How do the goods and services in a community affect the health of the community?

Statement of Inquiry: Communities change access to goods and services (nutrition, education, etc.) in their environment by developing sustainable systems that advocate for justice and equity locally and beyond by challenging the choices that are available.

Key Concept: Change + Systems

Global Context: Fairness and Development

Factual Question: What types of nutrients are found in our food?

Conceptual Question: How do different nutrients affect different parts of a person's health?

Debatable Question: Should local governments make laws that reduce the amount of fast food restaurants and increase locations to access affordable and healthy food?

Homework will ALWAYS be to finish any lesson activities so you can stay on pace with the target date.

Lesson	Target Date (complete by the end of this day)		Objective	Lesson Components Done? (check the lesson folder on schoology, and complete in the order they are listed in.)
	Odd	Even		
<i>The Digestive System</i>	3/4	3/6	I can identify the parts that make up the digestive system, and describe how the system works.	☐ Complete items in <i>The Digestive System</i> folder ☐ Reading + Questions: Chapter 8, Section 1

<i>Nutrients + Food Labels (MyPlate)</i>	3/7	3/8	I can describe the different nutrients the human body needs to survive.	☐ Complete items in the <i>Nutrients + Food Labels</i> folder ☐ Start Food Journal (due: 3/14 or 3/15)
<i>Physical Activity</i>	3/11	3/13	I can write a SMART goal to improve my physical activity.	☐ Complete items in the <i>Physical Activity</i> folder ☐ S.M.A.R.T. Physical Activity Goal ☐ Complete Food Journal
<i>Food Deserts</i>	3/12		I can identify the characteristics of a food desert.	☐ Complete items in the <i>Food Deserts</i> folder ☐ Food Deserts Discussion Board ☐ Finish Food Journal (due: 3/14 or 3/15)
<i>Unit Project</i>	3/14	3/15	I can reflect on how body image affects eating and physical activity habits	☐ Due: Food Journal ☐ Review all items in the <i>Project: You Are What You Eat</i> folder ☐ Body Image Mastery Check ☐ Work on <i>Project: You Are What You Eat</i>
<i>Body Image</i>	3/18	3/20	I can reflect on how body image affects eating and physical activity habits	☐ Complete items in the <i>Body Image</i> Folder ☐ Body Image Mastery Check ☐ Work on <i>Project: You Are What You Eat</i>
<i>Eating Disorders</i>	3/19		I can identify the signs of an eating disorder and find resources to support someone who has one.	☐ Complete items in the <i>Eating Disorders</i> Folder ☐ Eating Disorders Mastery Check ☐ Finish and turn in <i>Project: You Are What You Eat</i> before coming to next class
<i>Nutrition Documentary: Food Inc.</i>	3/21	3/22	I can summarize how the government plays a critical role in how food is processed and describe the qualities of a food desert.	☐ Due <i>Project: You Are What You Eat</i>
All assignments are due no later than when the unit ends on 3/21 (odd) or 3/22 (even).				

Summative Assignment

Objective: Students will be able to discuss better nutrition options by analyzing a 5-day food log.

Task: Students review and make a presentation for the nutritional value for one of the foods offered in the school cafeteria, student store, or snack bar that has a nutrition label.

After completing their MyFitnessPal log, students will set a nutrition and/or fitness goal. Each student will write a reflection alongside their presentation that demonstrates understanding of their goal and includes advocacy for including healthier food options in their community/on campus.

Unit 3: Place Matters

Guiding Questions (GQ) & Essential Understandings (EU)

Use the questions below to guide your studying through the course of the unit. Being able to answer these questions by the end of the unit is a good indication that you are prepared for the unit summative assignment.

1. What are the sources of nutrients and their contributions to dietary needs?
2. Where does my food come from?
3. Why do people choose junk food even though they know it is not the most nutritious choice?
4. How can different diets affect one's health now and in the future?
5. How can communities advocate for better food choices?
6. How do I make good decisions about the food I eat and support others to do the same?

Key Terms for Unit 3: You Are What You Eat

These are terms that you should become comfortable with and can define in quizzes, use in conversations, and include when evaluating, discussing, and analyzing ideas.

Chapter 8		Chapter 9	Chapter 10
Body Composition Body Mass Index (BMI) Calories Carbohydrates Daily Values Dietary fiber Dietary Guidelines for Americans Empty Calories Fad diets Fats Saturated Fats Trans Fat Undernutrition	Vitamins Food Additives Foodborne illnesses Genetically Modified Organisms (GMO) Glucose Malnutrition Metabolism Minerals Nutrients Obesity Organic Overweight Protein	Acid reflux disorder Airbrushing Body image Body positivity Constipation Eating disorder Muscle Dysmorphia Purging Weight stigma	Aerobic Anaerobic Cardiorespiratory fitness Concussion Cross Training Dehydration Endurance Female Athlete Triad Maximum heart Rate Physical Activity Physical Fitness Sedentary behaviors Target Heart Rate

Unit Standards and Skills

1: Essential Concepts

HS.1.3.N Explain the importance of variety and moderation in food selection and consumption.

HS.1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.

HS.1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.

2: Analyzing Influences:

HS.2.1.N: Evaluate internal and external influences that affect food choices.

HS.2.5.N Analyze the impact of various influences, including environment on eating habits and attitudes toward weight management.

3: Accessing Valid Information

HS.3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.

7: Practice Health-Enhancing Behaviors

HS.7.1.N: Select healthy foods and beverages in a variety of settings.

8: Health Promotion

HS.8.2.N Educate family and peers about choosing healthy foods.

HS.8.1.N Advocate enhanced nutritional options in the school and community.