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| **El Paso ISD Health Grade Level: H.S.** | | | **Unit 2: Physical Activity and Nutrition** | | | **9/10/12 – 9/21/12** |
|  | | | **Chapter 4: Physical Activity for Life**  **Chapter 5: Nutrition and Your Health**  **Chapter 6: Managing Weight and Body Composition** | | | |
| **Academic Vocabulary:**  ***Physical Activity and You: physical activity, physical fitness, sedentary lifestyle, osteoporosis, metabolism, cardiovascular endurance, muscular***  ***strength, muscular endurance, flexibility, body composition, exercise, aerobic exercise, anaerobic exercise, overload, progression, specificity,***  ***warm-up, workout, F.I.T.T, cool-down, resting heart rate, training program, hydration, anabolic steroids, health screening, overexertion, heat***  ***cramps, heatstroke, frostbite, hypothermia, muscle cramp, strain, sprain***  ***Effects of Nutrition: nutrition, calories, nutrients, hunger, appetite, carbohydrates, fiber, proteins, lipid, vitamins, minerals, Dietary Guidelines***  ***for Americans, ChooseMyPlate.gov, food additives, food allergy, food intolerance, foodborne illness, pasteurization, cross-contamination***  ***Your Weight and Maintenance: body image, body mass index (BMI), overweight, obesity, underweight, nutrient dense foods, fad diets, weight***  ***cycling, eating disorder, anorexia nervosa, bulimia nervosa, binge eating disorder, electrolytes, rehydration, vegetarian, vegan, dietary***  ***supplement, megadose, herbal supplement*** | | | | | | | |
| **Guiding Questions**  **Chapter 4**   1. Examine and briefly describe the effects of regular physical activity on the nervous system. 2. What three elements should be a part of every physical activity session? 3. Why are proper nutrition and adequate rest important factors in a physical activity-training program? 4. Describe and analyze a strategy for responding to minor strains and sprains. 5. Examine and briefly describe how aerobic exercise affects the cardiovascular and respiratory systems.   **Chapter 5**  1. How does hunger differ from appetite?  2. How does water benefit the body?  3. List three minerals that are important for health.  4. What are the ABC’s of good health?  5. Most of what you eat each day should come  from which three parts of the MyPlate  guidelines ?  **Chapter 6**  1. What are three diseases that can be prevented by  maintaining a healthy weight?  2. List three weight management strategies.  3. Describe the causes, symptoms, and treatment of  bulimia nervosa and binge eating disorders.  4. How does regular physical activity help promote  a healthy weight?  5. What are some risks of long term fasting? | | **Enduring Understandings**  **Chapter 4**   1. Physical activity improves reaction time by helping you respond more quickly to stimuli. 2. Elements to every physical activity:   \*Warm-up  \*Workout  \*Cool-down   1. Proper nutrition provides the body with the energy needed for physical activity, and adequate rest recharges the body. 2. R.I.C.E   \*R-Rest  \*I-Ice  \*C-Compression  \*E-Elevation   1. Aerobic exercise increases your heart rate, allowing the heart to send more oxygen to the muscles to use as energy. This strengthens the heart and whole cardiovascular system. By increasing the lungs’ capacity to hold air, it increases the respiratory system.   **Chapter 5**  1. Hunger is a physical need to eat. Appetite is a desire, rather than a need to  eat.  2. Benefits of water:  \*transports other nutrients to and carries wastes from cells  \*lubricates joints and mucous membranes  \*allows swallowing and digesting of foods, absorption of other nutrients, and elimination of wastes  \*helps maintain body temperature  3. Minerals important for health:  \*calcium  \*phosphorous  \*magnesium  \*iron  4. A- Aim for Fitness  B- Build a Healthy Base  C- Choose Sensibility  5. Grains group, Vegetable group, and Fruit group  **Chapter 6**  1. Cardiovascular disease, type 2 diabetes, cancer, high blood pressure, or  osteoarthritis  2. Weight management strategies: *(any three)*  \*target your appropriate weight  \*set realistic goals  \*personalize your plan and put it in writing  \*evaluate your progress  *3. Bulimia Nervosa-*cause is truly unknown, but various factors can be cause.  Disease is a cycle of fasting or following a strict diet, bingeing, and vomiting or  taking laxatives to force food out of body. Medication and psychological  counseling are treatments.  *Binge Eating-* cause may be genetic or used to cope with depression or strong emotions. Symptoms include eating huge amounts of food at one time. Treatment includes psychological counseling and sometimes medication.  4. Aerobic activities burn calories and help with fat loss. Weight lifting and  resistance training help increase muscle mass, causing the body to burn more  calories.  5. Fasting Risks:  \*denies body of food energy  \*the body breaks down protein stored in muscle tissue to supply the energy needed to function  \*dehydration | | | | | |
|  | **TAUGHT** | | | | **TESTED** | | |
| **TEKS**  **115.32**  **Chapter 4**  1B. Examine the relationship among body composition, diet, and fitness.  6A. Examine the effects of health behaviors on body systems.  **Chapter 5**  1B. Examine the relationship among body composition, diet, and fitness.  1C. Explain the relationship between nutrition, quality of life, and disease.  6A. Examine the effects of health behaviors on body systems.  **Chapter 6**  1B. Examine the relationship among body composition, diet, and fitness.  1D. Describe the causes, symptoms, and treatment of eating disorders.  2A. Analyze the relationship between health promotion and disease prevention. | **Glencoe Health I Course**  **Chapters 4-6**    **Individual Activities**   * Interactive Notebooks –*Using a spiral notebook, students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right side, students write the textbook definition.* * Foldables**-** *See beginning of Chapter for foldable activity ideas.* * Word Wall- *Have vocabulary words on wall for student reference.* * Private Health Journals- *Students are able to right down their personal thoughts and feelings about a certain topic being discussed.* * Quick Starts**-** *See beginning of each section for ideas.*   **Cooperative Learning Activities**   * *Ask students to keep a daily log for a week of the amount of time spent watching TV, playing video games, sitting on the couch, and being physically active. As a group, students will discuss amongst themselves if they were surprised with results, what can be changed, and how it will be changed. (Ch. 4)* * *Divide students into groups and have them assess cardio respiratory endurance, using the 3-minute step test. Provide groups with stopwatch and bench. Where do they rank? Can be done completing curl-up test, arm hang, and sit and reach tests. (Ch. 4)* * *Have students collect brochures and menus from local fast food restaurants. In groups they must select one item that is healthy and one unhealthy item, from a particular restaurant. Present findings to class and discuss which is best choice from all and why. (Ch. 5)* * *Divide class into two groups and give each team food labels with information on them. One team will call out a nutrient listed on package, while other team has 15 seconds to name a health benefit of the nutrient and one food where the nutrient can be found. If team answers correctly one point is awarded; first team to 10 wins. (Ch. 5)* * *In small groups, students will select a competitive sport or event for an athlete. Each member of group must work together to come up with a specific meal plan for that athlete to eat before the competition. (Ch. 6)* * *Have students work in small groups to write a public service announcement for women about the importance of good nutrition during pregnancy. Announcement will be read in class. (Ch. 6)*   **Technology Activities**   * *Go to health.glencoe.com, to view various discussions and updates to learn more about health topics.* * *Have students conduct a poll in their school or class to find out how many students walk, bike, use school bus, use public transportation, or get a ride to school. With the results, students will present graphs illustrating their findings and report to the rest of the class. (Ch. 4)* * *Have students research a different country and find out what types of physical activities are popular in that country and why. Would they enjoy those activities, why or why not? (Ch. 4)* * *Students will choose a country and research their eating patterns; how many meals eaten daily, typical meal, are they high in sugar or salt, do they eat snacks, or do they have home cooked meals? Using their imagination, present their findings to class. (Ch. 5)* * *Students will research a specific pathogen that can cause a foodborne illness. Prepare a facts sheet or brochure to present to class. (Ch. 5)* * *Have students find the number of calories in their favorite foods; including serving size. Will these findings change their minds about eating these foods? Present findings to class. (Ch. 6)* * *Conduct research to dispel or prove certain sports nutrition myths: honey provides immediate energy, sucking on ice before a workout will prevent dehydration, taking a salt tablet will prevent dehydration, eating mustard or pickle juice with alleviate cramping. (Ch. 6)* | | | | **Assessment(s)**  **Chapter 4**  **Assessments**  Lesson 1 Review p.79  Lesson 2 Review p.86  Lesson 3 Review p. 92  Lesson 4 Review p. 97  Lesson 5 Review p. 103  Chapter 4 Review p.106-107  Chapter 4 Test  **Chapter 5**  **Assessments**  Lesson 1 Review p. 113  Lesson 2 Review p. 121  Lesson 3 Review p. 129  Lesson 4 Review p. 137  Chapter 5 Review p. 140-141  Chapter 5 Test  **Chapter 6**  **Assessments**  Lesson 1 Review p. 150  Lesson 2 Review p.156  Lesson 3 Review p. 163  Chapter 6 Review p. 166-167  Chapter 6 Test | | |
| **English Language Proficiency Standards**  ***“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”***  **Chapter 74.4 English Language Proficiency Standards** | | | | **Refer to *English Language Proficiency Standards (ELPS) Implementation Guide*** | | | |