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| **Daily Agenda**  **Lesson Plans**: Health 1 **PLC Members**: Whitehouse/Roach **Unit**: Nutrition and Physical Activity **Dates:** |  |  |  |  |  |
| **Unit Vocabulary:** metabolism, BMI, overweight, underweight, obese, body image, fad diets, weight cycling, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, vegetarian, dietary supplements, performance enhancers, herbal supplements, megadoses, Cardio endurance, muscle endurance/strength, flexibility, anaerobic/aerobic endurance, specificity, overload, progression, warm up, cool down, resting heart rate | | | | | |
| **Learning Target** | **I can:** calculate my BMI and evaluate my level of health based upon BMI. | **I can:** compare and contrast eating disorders and explain their health risks. | **I can:** identify factors that could affect a person’s nutritional needs. | **I can:** identify and describe the 5 Components of fitness. | **I can:** identify and apply the FITT principle to an individual plan. |
| **Common Core/ Quality Core** | **Students will:**  evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs | **Students will:**  identify issues, problems and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia) | **Students will:**  evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs | **Students will understand the importance of assuming responsibility for personal health behaviors by:** explaining how body system functions can be maintained and improved (e.g., exercise, nutrition, safety) | **Students will:**  apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan |
| **Instructional Practices** | Individual work | Direct instruction, partner work | Individual work, partner work | Direct instruction, partner work | Direct instruction, individual work |
| **Bell Ringer**  **Activities/ Assignments** | *Chp. 11 Lesson 1*  *🡪pgs. 290-296*  Students will read lesson silently and take notes  🡪Calculate BMI  Dr. Phil-Deadly Thin | Evaluate your health levels based upon your BMI.  *Chp. 11 Lesson 2*  *🡪pgs. 297-302*  Students will take notes over lesson 2  🡪Fill in comparison chart (pg. 297) | What is the difference in bulimia and anorexia?  *Chp. 11 Lesson 3*  *🡪pgs. 303-309*  Students will take notes over lesson 3  🡪large cluster chart (pg. 303) | What is one nutritional need for an athlete?  *Chp. 12 Lesson 2*  *🡪pgs. 324-330*  Students will take notes over lesson 2  🡪Fill in notes on worksheet | What are the 5 Components of Fitness?  *Chp. 12 Lesson 3*  *🡪pgs. 331-336*  Students will take notes over lesson 3  🡪FITT principle foldable |
| **Intended Homework** | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online |
| **Accommodations** | Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing | | | | |
| **Assessment:**  \*Formative-F  \*Summative-S | F- BMI | F – Comparison Chart | F-Large Cluster Chart | F-Chart | F- FITT Foldable |