


**Health Education Middle School
Canterbury Public Schools**

Subject	Health Education
Grade Level	Middle School Grades 5 -8
Unit Title	Healthy eating and physical activity
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Understand the importance of consuming adequate water ● Understand the relationship between what we eat and how we feel (weight) ● Understand portion sizes ● Understand macronutrients <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade functions</p> <ul style="list-style-type: none"> ● Recognize eating disorders ● Understand how to read food labels ● Define a healthy relationship with food <p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
Pacing (# of weeks)	2 weeks
Standards and Indicators	<p>HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.</p> <p>HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.3.8 Describe how to make healthy food choices when given options.</p> <p>HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water.</p> <p>HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight.</p> <p>HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel).</p> <p>HEPA 1.7.8 Differentiate between healthy eating and disordered eating.</p> <p>HEPA 1.8.8 Recognize the importance of respecting food allergy needs in self and others.</p> <p>HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the</p>

	<p>consumption of fats, added sugar, and sodium.</p> <p>HEPA 1.10.8 Explain the relationship between access to healthy foods and personal</p>
Content/Conceptual Knowledge (know)	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Understand the importance of consuming adequate water ● Understand the relationship between what we eat and how we feel (weight) ● Understand portion sizes ● Understand macronutrients <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade</p> <ul style="list-style-type: none"> ● Recognize eating disorders ● Understand how to read food labels ● Define a healthy relationship with food
Skills (be able to do)	<p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
Enduring Understandings	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years. ● How to develop long-term and short-term goals that are achievable, realistic and meaningful. ● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles. ● How to confidently communicate with others, based on their personal beliefs.
Assessments	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments ● Project based “playbooks”, or cumulative “checklists” that students can use as future references. <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based off a written rubric.</p>

Resources	<ul style="list-style-type: none"> ● Healthy and Balance Living Curriculum Framework - 2022 Addition ● Ted Talks
Strategies	<ul style="list-style-type: none"> ● Skill - based learning activities ● Project - based learning <p><u>Teaching Models Utilized</u></p> <ul style="list-style-type: none"> ● Direct Instruction ● Peer Teaching <ul style="list-style-type: none"> ○ Jigsaw Classroom ● Student Directed Instruction ● Guided Discovery <p><u>Bloom's Taxonomy</u></p> <div style="border: 1px solid gray; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div>
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Access ● Analyze ● Goal Set ● Communicate ● Advocate ● Create ● Make Healthy Decisions ● Evaluate ● Apply ● Manage Personal Health