



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

<b>Unit title</b>	<i>Nutrition and Physical Education</i>	<b>Unit duration (hours)</b>	<i>11.25 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

[HEHS.1.a, b, c, e, f, g, j, o](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.d, e, h](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.3.a, b, c](#)

Students will demonstrate the ability to access valid information, products, and services to enhance health.

[HEHS.4.c](#)

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

[HEHS.5.d, f, g](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

[HEHS.6.a, b, c, d](#)

Students will demonstrate the ability to use goal-setting skills to enhance health.

[HEHS.7.a, b, c](#)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

[HEHS.8.c, d](#)

Students will demonstrate the ability to advocate for personal, family, and community health.

**Concepts/Skills to be Mastered by Students**

Relationship between Nutrition and Health

Guidelines for Healthy Eating

Nutrition and Health

Nutrition and Physical Fitness in your Community

Choosing and Preparing Healthy Foods

Maintaining a Healthy Body Composition and Body Image

Physical Fitness and Health

Personal Dietary Plans

Healthy Goal Strategies

### Essential Questions

1. Explain how physical activity contributes to overall health.
2. Explain how nutrition impacts health.
3. Explain how individuals can advocate for good nutrition and physical fitness.
4. Describe how to use a decision-making process to select healthy food and beverages.
5. Explain proper food purchasing, preparation, and storage procedures.
6. Explain the characteristics of a safe physical fitness plan.

### Assessment Tasks

*List of common formative and summative assessments.*

- 1) Guidelines for Healthy Eating Quiz
- 2) Nutrition and Health Quiz
- 3) Nutrition and Physical Activity in your Community Quiz
- 4) Choosing and Preparing Healthy Foods Quiz
- 5) Maintaining a Healthy Body Composition and Body Image Quiz
- 6) Physical Fitness and Health Quiz
- 7) Nutrition and Physical Education Unit Test

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<a href="#">GA HE H.S. 1</a> <a href="#">GA HE H.S. 2</a> <a href="#">GA HE H.S. 3</a> <a href="#">GA HE H.S. 4</a> <a href="#">GA HE H.S. 5</a> <a href="#">GA HE H.S. 6</a> <a href="#">GA HE H.S. 7</a> <a href="#">GA HE H.S. 8</a>	Students will create a Safe physical fitness plan and present it to the class.	Translated text can be used through the edgenuity platform.
	Students complete simulations that examine strategies for making healthier choices and handling food safely.	Text to speech can be used through the edgenuity platform.
	Students will apply what they learned to consider the influence of technology on body image and how to develop a healthy weight-management plan.	Extended time will be permitted to those who require it.

**Content Resources**

[www.Edgenuity.com](http://www.Edgenuity.com) (Online Health Platform)

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p>	<ol style="list-style-type: none"> <li>1. Quizzes at the end of each subcategory.</li> <li>2. Questions to check for understanding after videos.</li> <li>3. Summary paragraphs to check for understanding at the end of each subcategory.</li> </ol>	
<p><b>Summative(s) Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Each unit is finalized with a cumulative exam.</li> </ol>	
<p>Plan to address issues or concerns noted:</p>		

**Learning Experiences**

Add additional rows below as needed.

<b>Learning Experience Title</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>LE 1:</b>	N/A	N/A	N/A
<b>LE 2:</b>			
<b>LE 3:</b>			
Plan to address issues or concerns noted:			

**Resources listed on unit planner**

Add additional rows below as needed.

Resources	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>Resource:</b>	N/A	N/A	N/A
Plan to address issues or concerns noted:			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures: Scott Brunet  
Kate Casagrande