**Name: \_\_\_\_\_\_Lovely\_\_\_\_\_\_\_\_\_Subject: \_\_\_\_\_Health\_\_\_\_\_\_\_\_ Unit: \_\_NTI\_\_**

**CCHS NTI LESSONS**

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| **CIF Requirements** | **DAY 1** | **DAY 2** | **DAY 3** |  |  |
| **Standard:** |  PL-H-W-U-1 | 2.29, 2.31, 2.32 | 2.29, 2.31, 2.32 |  |  |
| **Learning Target****(I Will Statement)** | I will be able to explain the relationship between nutrition and quality of life. | I will understand the importance of good health. | I will understand the importance of good health. |  |  |
| **Bell Ringer OR Warm-ups****(5 – 7 Minutes)** | Describe a nutritious meal you would enjoy. What health benefits would you get from that meal? | Make a list of 5 things you can do today to become healthier. | Draw a diagram of your house and label each room. |  |  |
| **Connection to Past/****Relevance to Life****(5 Minutes)** | By keeping up with caloric intake they can manage their health better. | Understanding that choices made at home can lead to positive and negative consequences. | Understanding they safety around the home is very important to one’s overall health. |  |  |
| **Whole Group** **Mini Lesson****(20 Minutes)** | Strategy – Teacher will monitor student activity throughout the day providing feedback.Vocabulary – nutrition, calories, carbs, proteinsResources/Exemplars - Internet, food labels | Strategy- Teacher will monitor student activity throughout the day providing feedback.Vocabulary- Culture, MediaResources/Exemplars – Internet, T.V., Phones | Strategy- Teacher will monitor student activity throughout the day providing feedback.Vocabulary – risk behaviors, safety, consequencesResources/Exemplars –Internet, house |  |  |
| **Guided/ Independent Practice****(20 Minutes)****Student Work** | Students will keep a log of all the foods eaten throughout the day.Students will list the calories in each food eaten to determine total caloric intake for the day. Students will compare total calories eaten vs recommended for their age/height/weight and construct a summary describing ways to improve nutritional value.Resource:Myplate.gov  | Students will make a list of all the healthy and unhealthy things they see on social media (either on phone, T.V., or internet).Students will then construct a summary of what they think about their results from their lists. Students will then construct a proposal for ways in which to make social media (phones, T.V., or internet) healthier for society. | Students will take diagram of house and list all the possible safety concerns in each room.Students will then construct a summary describing ways to make each concern listed more safe for the people in the home. |  |  |
| **Formative** **Assessment/** **Wrap-up** | What limits do you face on days off from school regarding nutrition? | Do you think that there should be a screening process for what goes on social media? Why or why not? | Do you think that your home is safe or unsafe? Explain why or why not. |  |  |

Relavance embedded in Lessons