

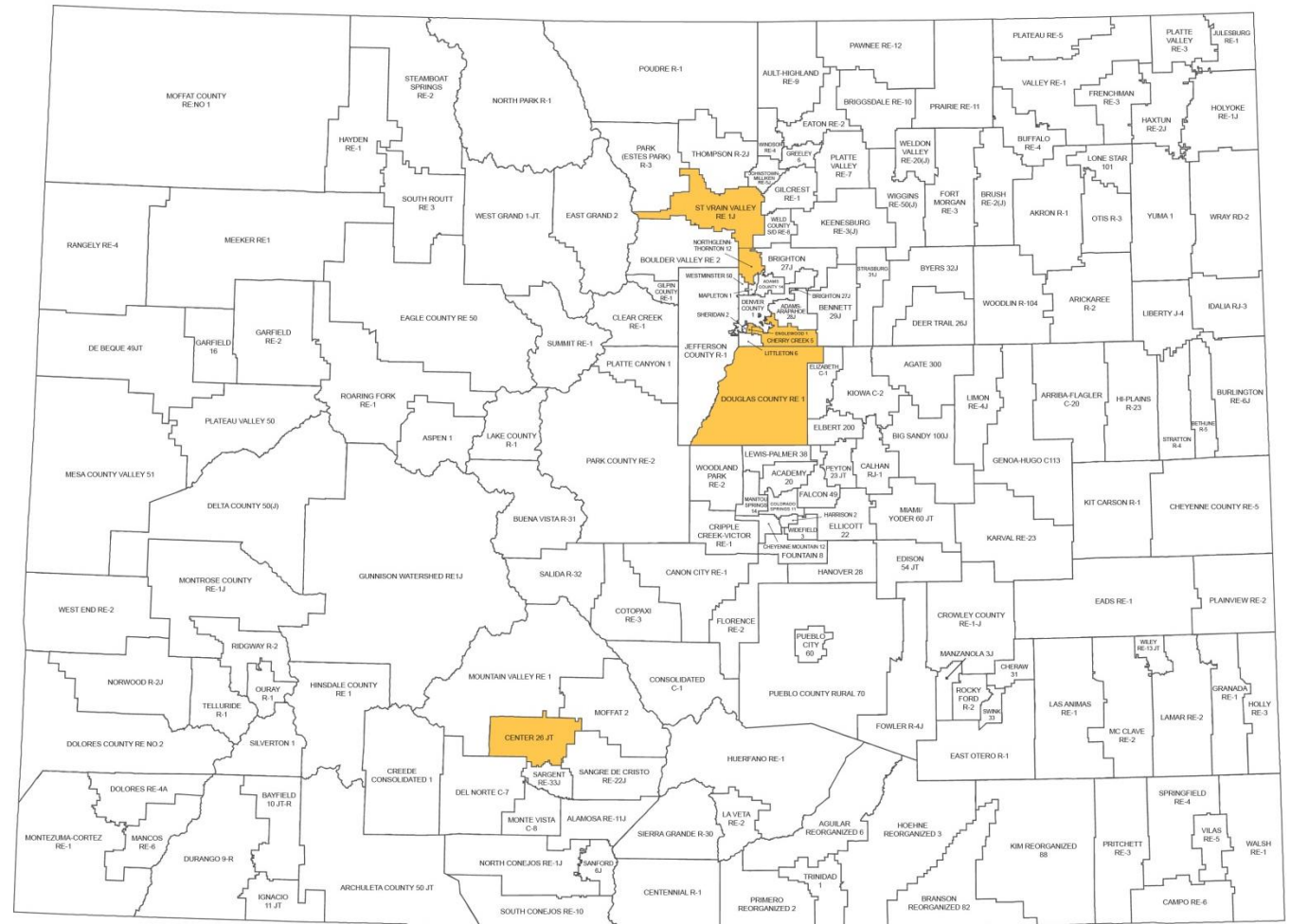
Unit Title: Nutrition For a Healthy Life

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

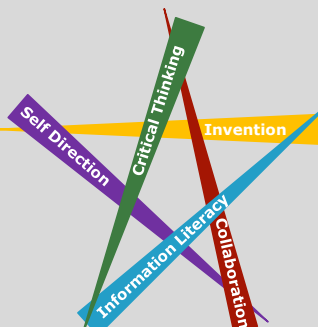
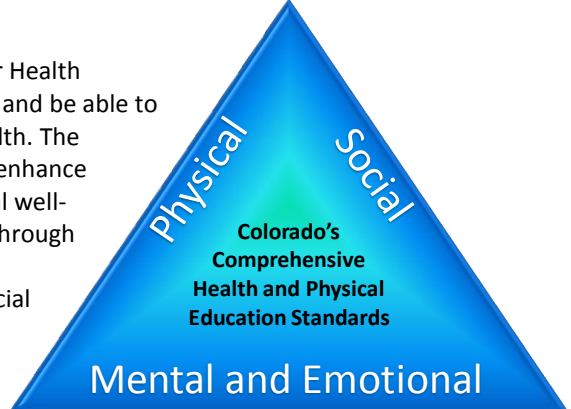
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Nutrition For a Healthy Life	2 weeks	1

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Unit Title	Nutrition For a Healthy Life		Length of Unit	2 Weeks
Focusing Lens(es)	Balance	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.2-GLE.1, CH09-GR.7-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How would you know if you were maintaining a balanced healthy diet? (CH09-GR.7-S.2-GLE.2-EO.a) • What are some false perceptions of nutrition that may affect eating habits of teens? (CH09-GR.7-S.2-GLE.2-EO.-b;RA.2) • How does time influence what you eat on a daily basis? (CH09-GR.7-S.2-GLE.2-EO.a) 			
Unit Strands	Emotional and Social Wellness, Physical and Personal Wellness			
Concepts	Decision-making, Culture, Eating Disorders, Body Image, Consequences, Interpersonal Skills, Habits, Support Systems, Choices, Well-being, Safety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing. (CH09-GR.7-S.2-GLE.2-EO.a,b) and (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)and (CH09-GR.7-S.3-GLE1-EO.b)	What decision making model will provide direction for choosing foods?	How would you create the perfect menu for one day? (CH09-GR.7-S.2-GLE.2-EO.a;RA.3;N.1)
Culture, family, peers, and media shape one’s choices for building healthy eating habits. (CH09-GR.7-S.2-GLE.2)and (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)	What are the societal influences on eating habits? (CH09-GR.7-S.2-GLE.2-IQ.2)	How do family, media, culture and environment affect your eating habits? (CH09-GR.7-S.2-GLE.1-EO.a,b;IQ.2)
Eating disorders can compromise healthy weight, healthy habits, healthy food choices as well as a person’s overall well-being and safety. (CH09-GR.7-S.2-GLE.1-EO.e,f,g;IQ.4)	What are the symptoms that appear in most eating disorders? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)	How might your life change if you had an eating disorder? (CH09-GR.7-S.2-GLE.1-EO.g;RA.5)
Positive support-systems help strengthen interpersonal skills and the development /maintenance of an individual’s healthy body image and lifestyle. (CH09-GR.7-S.2-GLE-1-EO.a,b,c)and(CH09-GR.7-GLE-2-EO.a,b)	Where does a person go to find positive support systems? (CH09-GR.7-S.2-GLE.1)and(CH09-GR.7-S.2-GLE.2-EO.a,b;IQ.1;N.1)	How do support systems and settings differ when trying to make food choices? (CH09-GR.7-S.2-GLE.1)and(CH09-GR.7-S.2-GLE.2-EO.a,b;IQ.1;N.1)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet. (CH09-GR.7-S.2-GLE.2-EO.a) • Healthy dietary choices in a variety of settings (CH09-GR.7-S.2-GLE.2-EO.a,b,c;d)and(CH09-GR.7-S.2-GLE.1-EO.c,d) • The impact of Interpersonal skills on a healthy diet. (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g)and(CH09-GR.7-S.2-GLE.2-EO.b) • The result of various food choices on a person’s weight. (CH09-GR.7-S.2-GLE.1-EO.a,b,c,d,g) • The signs, symptoms, and consequences of eating disorders. (CH09-GR.7-S.2-GLE.1-EO.f)and(CH09-GR.7-S.2-GLE.2-EO.b) • Family, media, and peers influences on a healthy diet. (CH09-GR.7-S.2-GLE.1-EO.a,b,c)and (CH09-GR.7-S.2-GLE.2) • The nutrient contents of food. (CH09-GR.7-S.2-GLE.1-N.1) 	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits. (CH09-GR.7-S.2-GLE.1-EO.d,)and(CH09-GR.7-S.2-GLE.2-EO.a,b) • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition. (CH09-GR.7-S.2-GLE.1-EO.c,d)and(CH09-GR.7-S.2-GLE.2-EO.a,b) • Understand the food categories and the nutritional correlation to developing a healthy diet. (CH09-GR.7-S.2-GLE.1-RA.3;N.1) • Critique the front and back of food labels and understand what part of the label is significant. (CH09-GR.7-S.2-GLE.1-EO.a,b) • Define and identify types of eating disorders.(CH09-GR.7-S.2-GLE.1-EO.f)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I will understand how to develop healthy eating habits and comprehend the effects of internal and external influences on body image, culture, nutrition, and relationships.</i></p>
<p>Academic Vocabulary:</p>	<p>Disorders, Influence, Choices, Direction, Image, Strategies, Signs, Symptoms, Consequences, Interpersonal Skills, Treatment, Impact, Safety</p>
<p>Technical Vocabulary:</p>	<p>Nutrition, Body Image, Diet, Relationships, Healthy Weight, Well-being, Nutrients</p>

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Unit Description:	This unit looks at an adolescent’s support systems and influences such as (family, peer and media) and how they impact a person’s decisions for making healthy food choices. Additionally, the unit will allow students to explore the importance of developing personal support systems to maintain overall physical and emotional wellness. The unit culminates in the creation of a public service announcement that will ask students to express what they have learned about living a nutritionally balanced life.
Considerations:	Seventh grade students should have a clear understanding of food groups and nutrients. However, not all students at this age may have the opportunity for positive support systems to guide them with their nutrient choices.
Unit Generalizations	
Key Generalization:	Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing Eating disorders can compromise healthy weight, healthy habits, healthy food choices as well as a person’s overall well-being and safety
Supporting Generalizations:	Culture, family, peers, and media shape one’s choices for building healthy eating habits Positive support-systems help strengthen interpersonal skills and the development /maintenance of an individual’s healthy body image and lifestyle

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing. Eating disorders can compromise healthy weight, healthy habits, healthy food choices as well as a person’s overall well-being and safety.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As student health advocates you will script, direct and produce a public service announcement that will include documented research and valid information. You have two choices for your PSA focus. For your first choice, the goal is to educate your peers about balanced eating habits and their relationship to physical well-being. In constructing your public service announcement, your team should address questions such as: How do you know if your food is healthy? What/who are influences on teens’ food choices? How do food choices impact a person’s life? For your second choice, the goal is to educate your peers about the emotional and physical effects of eating disorders and the positive influences of support systems. In constructing your public service announcement, your team should address questions such as: What are the short term and long term impacts of eating disorders? What systems of support have proven to have a positive impact for people suffering from eating disorders?
Product/Evidence: (Expected product from students)	Students may work in heterogeneous groups (of 2-3 students) to produce a PSA to be shared with the school community. When completed the students’ public service announcements should address why healthy eating is important, recognize and describe how eating habits are influenced and demonstrate an understanding of how to develop a healthy diet. Teacher note: Here is a website that provides outlines for scripting PSAs. http://agadventures.weebly.com/uploads/9/3/6/9/9369630/publicserviceannouncement_scriptingtemplate.pdf (Public Service Announcement script template)

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<p>Differentiation: (Multiple modes for student expression)</p>	<p>The PSA may take the form of:</p> <ul style="list-style-type: none"> • Video presentations (moviemaker, iMovie) • Voicethread <p>Each student will be responsible for the construction of the PSA (using and citing appropriate evidence, constructing a compelling argument/case for healthy eating habits, etc...) During production, however, students may assume different roles that could include:</p> <ul style="list-style-type: none"> • Presenter • Videographer/technician • Graphic/visual artist
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Teens Cook: How to Cook What You Want to Eat</i> by Meghan Carle, Jill Carle and Judi Carle (Lexile band 800 – 1000)</p> <p><i>The Drama Years: Real Girls Talk About Surviving Middle School - Bullies, Brands, Body Image, and More</i> by Haley Kilpatrick and Whitney Joiner (Lexile band 800 – 1000)</p> <p>Everybody's Different: A Positive Approach to Teaching about Health, Puberty, Body Image, Nutrition, Self-Esteem and Obesity Prevention by Jenny O’Dea (Lexile band 800 – 1000)</p> <p><i>Thin</i> by Grace Bowman (Lexile band 735-1065)</p>	<p><i>Wintergirls</i>-Laurie Halse Anderson (Lexile level 1065)</p> <p><i>Fat Kid Rules the World</i>-K.L. Going (Lexile band 665-1000)</p> <p><i>The List</i>- Siobhan Vivian (Lexile level 750)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a health advocate - making positive nutritional choices.	Teacher Resources:	<p>www.eatright.org (Good nutrition for teens)</p> <p>www.nutrition.gov/life-stages/adolescents/tweens-and-teens (Nutritional video about eating breakfast)</p> <p>http://www.healthychildren.org/English/ages-stages/teen/nutrition/pages/A-Teenagers-Nutritional-Needs.aspx (Teens’ nutritional needs)</p>
			Student Resources:	<p>www.eatright.org (Good nutrition for teens)</p> <p>www.nutrition.gov/life-stages/adolescents/tweens-and-teens (Nutritional meals and snacks for adolescents)</p>
	Skills:	Understand the food categories and the nutritional correlation to developing a healthy diet Critique the front and back of food labels and understand what part of the label is significant	Assessment:	Students will analyze the various types of food products found in their own pantry at home and evaluate the nutritional labels of ten types of foods (e.g., nutritional notebook, graphic organizer).

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2.	Description:	Think/work like a health advocate - developing healthy eating behaviors	Teacher Resources:	http://www.cedu.niu.edu/~shumow/iit/doc/Teens_and_Nutrition.pdf wwwwin.cord.edu/fnd/tiray/Documents/Portfolio/Final%20Paper.doc (Media influences on teen eating habits) www.impactteen.org (Influences) http://www.huffingtonpost.com/2013/10/28/peer-pressure-food-choices-restaurant-menu-order_n_4169999.html (Peer pressure can influence food choices) http://www.webmd.com/diet/news/20131230/peer-pressure-may-influence-your-food-choices (Peer pressure can influence food choices)
			Student Resources:	http://kidshealth.org/teen/food_fitness/dieting/food_journal.html (Food journal)
	Skills:	Recognize eating patterns to develop healthy eating habits Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition	Assessment:	Students will create a food journal to log meals and snack they have eaten for one week (e.g., food journal). Next to each entry they will designate whether they ate that food alone, or with peers, or with family.
3.	Description:	Think/work like a health advocate – understanding influences on nutritional decisions	Teacher Resources:	http://www.cedu.niu.edu/~shumow/iit/doc/Teens_and_Nutrition.pdf (Influences on teen eating habits) wwwwin.cord.edu/fnd/tiray/Documents/Portfolio/Final%20Paper.doc (Media influences on teen eating habits) www.impactteen.org (Influences) http://www.huffingtonpost.com/2013/10/28/peer-pressure-food-choices-restaurant-menu-order_n_4169999.html (Peer pressure can influence eating habits) http://www.webmd.com/diet/news/20131230/peer-pressure-may-influence-your-food-choices (Peer pressure can influence eating habits)
			Student Resources:	www.impactteen.org (Influences) http://www.huffingtonpost.com/2013/10/28/peer-pressure-food-choices-restaurant-menu-order_n_4169999.html (Peer pressure can influence eating habits) http://www.webmd.com/diet/news/20131230/peer-pressure-may-influence-your-food-choices (Peer pressure can influence eating habits)
	Skills:	Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition Critique the front and back of food labels and understand what part of the label is significant	Assessment:	Students will evaluate eating behaviors for one week to compare and contrast what influences meeting habits in different circumstances. (e.g. family, peers, at school, under stress, feeling sad etc.)

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Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as influence, choices, nutrition, nutrients, diet, safety and relationships. This unit will scaffold from these concepts to allow students to develop a better understanding of the importance of positive body image and the short term and long term impact of eating disorders.

Learning Experience # 1

The teacher may explore with students a variety of visuals (photos, internet depictions, magazine pictures, etc.) that depict amazing accomplishments of the human body (birth, the brain, athleticism, a person with a disability, trauma survivor, musician, dancer, flexibility, etc.) so students can analyze the many strengths and capabilities of the human body.

Generalization Connection(s):	Eating disorders can compromise healthy weight, healthy habits, healthy food choices, as well as a person’s overall well-being and safety	
Teacher Resources:	http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/human-body-sci/ (Pictures of athletes, Stephen Hawking, Einstein, Olympians, Yo-Yo Ma, Team Hoyt)	
Student Resources:	http://teamhoyt.com (Story of a father and his son with disabilities completing marathons) http://www.hawking.org.uk (Stephen Hawking’s website)	
Assessment:	Students will research to find illustrations of 3 amazing aspects/capacities of the human body and make connections to at least one amazing accomplishment/capacities of their own body (e.g., T-chart) http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-chart examples)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may reduce the requirements of the assignment http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-chart examples)	Students may cite one amazing aspect/capacity of the human body and connect to their body Or students can create visual T-charts
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide resources: www.everydayhealth.com/cold-flu-pictures/better-immune-system.aspx (How diet & sleep affect your health) http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/healthy+living/is+your+health+at+risk/the+risks+of+poor+nutrition (The risks of poor nutrition) http://www.livestrong.com/article/498384-how-eating-habits-affect-your-health/ (How Eating Habits Affect Your Health) http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_chart.pdf (Cause and effect template)	Students may investigate how different systems in the body are affected by nutritional choices and eating habits. (Cause and effect)

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Critical Content:	<ul style="list-style-type: none"> The impact of a healthy diet on positive self-image
Key Skills:	<ul style="list-style-type: none"> Identify human body strengths and understand how eating habits contribute or detract from mental and physical health
Critical Language:	Body image, well-being, nutrition, influence, choices, well-being, strategies, image, impact, consequences

Learning Experience # 2

The teacher may use images of various foods to allow students to examine their perception of healthy and unhealthy food choices.

Generalization Connection(s):	Positive nutritional choices provide the basis for healthy eating and physical wellbeing	
Teacher Resources:	http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-Chart with “Healthy Foods” on one side and “Unhealthy Foods” on the other side.) http://www.shutterstock.com/cat.mhtml?searchterm=healthy+food&search_group=&lang=en&search_source=search_form (Healthy food images) http://www.shutterstock.com/cat.mhtml?searchterm=unhealthy+foods&search_group=&lang=en&search_source=search_form (Unhealthy food images) http://westerndairyassociation.org/store/general-nutrition/food-models/ (Food Models) http://www.sharemylesson.com/taxonomysearchresults.aspx?parametrics=90009,90098,90854 90855 90856&tab=grade&mode=rowse (Share My Nutrition Lessons) http://dese.mo.gov/divimprove/curriculum/hp/documents/cur-health-middle-nutrition-2011.pdf (Nutrition activities and assessments) http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-Chart with “Healthy Foods” on one side and “Unhealthy Foods” on the other side.)	
Student Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=healthy+food&search_group=&lang=en&search_source=search_form (Healthy food images) http://www.shutterstock.com/cat.mhtml?searchterm=unhealthy+foods&search_group=&lang=en&search_source=search_form (Unhealthy food images)	
Assessment:	Students will use the T-chart to categorize one day’s food consumption in terms of healthy and unhealthy choices. http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-Chart with “Healthy Foods” on one side and “Unhealthy Foods” on the other side.) Students will use the T-chart to draw conclusions about their food choices.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may complete a T-Chart using images and then students may dictate their conclusions one-on-one with the teacher or peer

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide resources: www.eatright.org (Good nutrition for teens) http://www.healthychildren.org/English/ages-stages/teen/nutrition/pages/A-Teenagers-Nutritional-Needs.aspx (A teenager’s nutritional needs)	Students may generate their own graphic organizer with more in depth categories (e.g., Proteins, Saturated Fats)
Critical Content:	<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet • Healthy dietary choices in a variety of settings • Family, media, and peers influences on a healthy diet • The nutrient contents of food 	
Key Skills:	<ul style="list-style-type: none"> • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition • Understand the food categories and the nutritional correlation to developing a healthy diet 	
Critical Language:	Influence, choices, nutrition, body image, diet, relationships, healthy weight, well-being, nutrients	

Learning Experience # 3

The teacher may review essential nutrients so students can analyze and question how the presence/absence of nutrients (proteins, carbohydrates, fats, vitamins, minerals, etc.) impact or should impact food choices.

Generalization Connection(s):	Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing	
Teacher Resources:	http://www.youtube.com/watch?v=q_u05SehRdk (General overview of the \$100,000 pyramid show with host explanation) http://wiki.fms.k12.nm.us/groups/middleschoolteachingideas/wiki/94d30/ (Template to create the \$100,000 Pyramid game) http://www.choosemyplate.gov (Dietary Guidelines) http://www.nationaldairycouncil.org/Pages/Home.aspx (Dietary Guidelines) http://westerndairyassociation.org/health-and-nutrition/ (Dietary Guidelines) http://fnic.nal.usda.gov/dietary-guidance/dietary-guidelines (Dietary Guidelines)	
Student Resources:	http://www.choosemyplate.gov (Dietary Guidelines) http://www.nationaldairycouncil.org/Pages/Home.aspx (Dietary Guidelines) http://westerndairyassociation.org/health-and-nutrition/ (Dietary Guidelines) http://fnic.nal.usda.gov/dietary-guidance/dietary-guidelines (Dietary Guidelines)	
Assessment:	Students will play \$100,000 pyramid game using nutrient information presented by teacher. Students will construct a reflective piece on their success or lack of success in completing the game.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use a vocabulary words list to assist in playing the game

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own \$100,000 pyramid game
Critical Content:	<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet • Healthy dietary choices in a variety of settings • The result of various food choices on a person’s weight • The nutrient contents of food 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Understand the food categories and the nutritional correlation to developing a healthy diet 	
Critical Language:	Choices, nutrition, diet, healthy weight, well-being, nutrients, essential, proteins, carbohydrates, fats, vitamins, minerals	

Learning Experience # 4

The teacher may examine elements of food labels so students can draw conclusions about the purpose(s) of the labels in relation to nutritional value of food products.

Generalization Connection(s):	Positive nutritional choices provide the basis for balance healthy eating and physical wellbeing
Teacher Resources:	http://nces.ed.gov/nceskids/createagraph/ (Free Graphs) http://westerndairyassociation.org/store/general-nutrition/food-models/ (Food Models) http://westerndairyassociation.org/store/calcium-and-dairy-education/see-the-difference-nutrient-bar-graph-cards/ (See the Difference Nutrient Graphs) http://www.shutterstock.com/cat.mhtml?searchterm=food+label&search_group=&lang=en&search_source=search_form (Images of food labels) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparison and contrast)
Student Resources:	http://westerndairyassociation.org/store/general-nutrition/food-models/ (Food Models) http://westerndairyassociation.org/store/calcium-and-dairy-education/see-the-difference-nutrient-bar-graph-cards/ (See the Difference Nutrient Graphs) http://www.shutterstock.com/cat.mhtml?searchterm=food+label&search_group=&lang=en&search_source=search_form (Images of food labels) http://www.fda.gov/food/ingredientpackaginglabeling/labelingnutrition/ucm274593.htm#twoparts (How to read/use food labels)
Assessment:	Students will compare and contrast two items from the same food category. (e.g. two breakfast cereals). Students will use the information on the food label to determine the better nutritional option of the two examples. (Compare fats, proteins, carbohydrates, vitamins etc.) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparison and contrast)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with partners to complete their compare and contrast document
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide: http://nces.ed.gov/nceskids/createagraph/ (Graph creator)	Students may graph nutrient content from the foods they compared and contrasted
Critical Content:	<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet • Healthy dietary choices in a variety of settings • The result of various food choices on a person’s weight • The nutrient contents of food 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Understand the food categories and the nutritional correlation to developing a healthy diet • Critique the front and back of food labels and understand what part of the label is significant 	
Critical Language:	Choices, nutrition, diet, well-being, nutrients, serving, calories, percentage, daily recommended allowance (DRA), fats, carbohydrates, vitamins, minerals, protein, sodium	

Learning Experience # 5		
The teacher may use the question “Who/what influences your food choices?” so student can begin to discuss and debate the impacts of culture, family, and peers on personal food choices.		
Generalization Connection(s):	Positive nutritional choices provide the basis for balanced healthy eating and physical well being Culture, family, peers, and media shape one’s choices for building healthy eating habits	
Teacher Resources:	http://www.lawanddemocracy.org/pdf/philos.chairs.pdf (Philosophical chairs) http://www.learnalberta.ca/content/sssm/html/fourcornersdiscussion_sm.html - Four corners description http://children.webmd.com/tc/healthy-eating-influences-on-eating-behavior-topic-overview (Healthy Eating Choices) www.impactteen.org (Influences) http://www.ehow.com/food/cooking-baking/cooking-basics/ (Cooking basics)	
Student Resources:	www.impactteen.org (Influences) http://www.huffingtonpost.com/2013/10/28/peer-pressure-food-choices-restaurant-menu-order_n_4169999.html (Peer Pressure Can Influence Food Choices At Restaurants) http://www.webmd.com/diet/news/20131230/peer-pressure-may-influence-your-food-choices (Peer Pressure Can Influence Food Choices)	

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Assessment:	<p>Students will choose a position i.e. either culture, family, peers, media has the biggest influence on their food choices/eating habits, and defend their position individually and as part of a group. (e.g., four corners, philosophical chairs). Teachers may use various formats to facilitate this discussion. e.g., four corners, philosophical chairs, take a stand etc.</p> <p>Students will also construct an exit ticket documenting their post discussion position regarding their biggest influence on their eating habits.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may pair with a fellow student during the discussion process to express their position
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Healthy dietary choices in a variety of settings • The impact of Interpersonal skills on a healthy diet • Family, media, and peers influences on a healthy diet • The nutrient contents of food 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition • 	
Critical Language:	Disorders, influence, choices, direction, image, strategies, signs, symptoms, consequences, interpersonal skills, treatment, impact, safety, nutrition, body image, diet, relationships, healthy weight, well-being, nutrients	

Learning Experience # 6	
The teacher may use images of meals from various cultures around the world so students can begin to examine the ways in which personal food choices can often be based on cultural histories, beliefs, expectations, etc.	
Generalization Connection(s):	Culture, family, peers, and media shape one’s choices for building healthy eating habits
Teacher Resources:	http://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/ (Shows food expenditure and consumption per week for families around the world) http://www.learnquebec.ca/export/sites/learn/en/content/curriculum_elem/personal_development/erc/documents/erc_e2_interv.pdf (Basic interview guide that can be modified by teachers)
Student Resources:	http://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/ (Shows food expenditure and consumption per week for families around the world)

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Assessment:	Students will interview family members/relatives regarding traditional/cultural foods they regularly eat. Students will use the data gathered to create a visual depiction of the cultural connections to their family's food choices http://www.learnquebec.ca/export/sites/learn/en/content/curriculum_elem/personal_development/erc/documents/erc_e2_interv.pdf (Basic interview guide that can be modified by teachers)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may audio tape the interview with family members
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide pictures of food from various countries. http://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/ (Shows food expenditure and consumption per week for families around the world)	Students may graph various foods they eat from different cultures
Critical Content:	<ul style="list-style-type: none"> • Family, media, and peers influences on a healthy diet • The impact of Interpersonal skills on a healthy diet • Healthy dietary choices in a variety of settings • The importance of a variety of foods/beverages for a healthy diet • The result of various food choices on a person's weight 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition 	
Critical Language:	Influence, choices, direction, image, identity, family, culture, traditions, interpersonal skills, impact, nutrition, body image, diet, relationships, healthy weight, well-being, nutrients	

Learning Experience # 7	
The teacher may bring in personal examples of family and peer influences so students can begin to consider and identify personal influences on their food and beverage choices.	
Generalization Connection(s):	Culture, family, peers and media shape one's choices for building healthy eating habits
Teacher Resources:	https://www.psacentral.org/home.do (Browse PSA campaigns for PSA's that exemplify influence) http://www.eduplace.com/graphicorganizer/ (Graphic Organizers)
Student Resources:	http://www.graphic.org/venbas (Venn diagram example)
Assessment:	Students will create two Venn diagrams comparing their food choices in different settings. The first diagram will compare food choices when they eat alone vs. with peers. The second Venn diagram will compare food choices for when they eat with their

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	family vs. peers. Students will use their journal entries (see on-going experience #2) as data.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may choose to complete one of the Venn diagram comparisons instead of two
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own categories to compare their food choices
Critical Content:	<ul style="list-style-type: none"> Family, media, and peers influences on a healthy diet 	
Key Skills:	<ul style="list-style-type: none"> Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition 	
Critical Language:	Influence, choices, relationships, well-being, strategies, image, impact, consequences, interpersonal skills	

Learning Experience # 8	
The teacher may bring in examples of (food) commercials and advertisements aimed at adolescents so students can begin to examine and analyze particular marketing strategies used to influence food choices.	
Generalization Connection(s):	Culture, family, peers, and media shape one’s choices for building healthy eating habits
Teacher Resources:	http://blogs.howstuffworks.com/2009/12/08/how-food-stylists-make-fast-food-look-so-delicious-in-commercials/ (Description of Food Advertising) http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf (Persuasion in Advertising) http://fit.webmd.com/teen/food/article/fast-food-advertising (Fast food advertising) http://www.youtube.com (Commercial Resources) http://blog.consumerbell.com/2011/10/07/consumer-recall-safety-tv-ads-influence-kids-food-choices-more-than-parents-study-says/ (TV ads Influence Kids Food Choices More Than Parents) http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)
Student Resources:	http://fit.webmd.com/teen/food/article/fast-food-advertising (Fast food advertising) http://www.booksie.com/health_and_fitness/essay/winnie1821/the-influence-of-media-on-our-food-choices (Influence of media) www.nutritioncrashcourse.com/food-fight.html (How The Food Industry Influences Food Choices) http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)
Assessment:	Students will watch television for a particular block of time and identify food commercials to analyze marketing strategies and determine what advertising techniques are being used.

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	http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may watch commercials in their home language and complete the assignment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of commercials in order to provide ideas for students Search http://www.bing.com/videos (Commercials that influence eating habits) http://www.YouTube.com for commercials that influence eating habits	Students may use the data gathered for the assessment to construct an opinion piece regarding the most persuasive advertising techniques
Critical Content:	<ul style="list-style-type: none"> Family, media, and peers influences on a healthy diet 	
Key Skills:	<ul style="list-style-type: none"> Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition 	
Critical Language:	Influence, choices, relationships, well-being, strategies, image, impact, consequences, interpersonal skills	

Learning Experience # 9		
The teacher may use a dramatic story about an adolescent struggling with body image (e.g., a selection from No Body's Perfect by Kimberly Kirberger) so students can problem solve for the adolescent regarding positive support systems. (i.e., family, friends, teacher, etc.).		
Generalization Connection(s):	Positive support-system help strengthen interpersonal skills and the development/ maintenance of an individual's healthy body image and lifestyle	
Teacher Resources:	https://www.rachelsimmons.com (Girl Tips and Self-Esteem) http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18 (Developmental Assets) http://www.livestrong.com/teens-drugs (Distorted body images in teens) www.parentingteens.about.com/od/bodyimage/f/media_bodyimage.htm (Distorted body images in teens) No Body's Perfect by Kimberly Kirberger- collection of stories, essays, and poetry written by both teenage girls and adult women who are dealing with body-image issues	
Student Resources:	https://www.rachelsimmons.com (Girl Tips and Self-Esteem) http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18 (Developmental Assets)	

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	www.teen-beauty-tips.com/teenage-self-esteem.html (Teenage self-esteem) www.experienceproject.com/groups/Struggle-With-My-Body-Image (Teen struggles with body image) www.epi.umn.edu/let/pubs/img/adol_ch13.pdf (Body image and adolescents)	
Assessment:	Students will write a letter of advice to the main character in the story suggesting possible resources/organizations that may be valuable for their situation. (i.e., family, friends, teacher, counselor, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a friendly letter template with starter sentence stems http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html (Letter to a friend template)	Students may orally dictate the contents of the letter
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide: http://www.experienceproject.com/groups/Struggle-With-My-Body-Image/10718 http://www.rock-your-world.org/curriculum/take-actions/creating-public-service-announcements https://sites.google.com/site/teacherquality/psa	Students may develop a brochure for their school to provide information to peers about positive support systems available to assist with making healthy choices about food and care for your body
Critical Content:	<ul style="list-style-type: none"> • The impact of Interpersonal skills on a healthy diet • Family, media, and peers influences on a healthy diet 	
Key Skills:	<ul style="list-style-type: none"> • Define and identify types of eating disorders • Assess what comprises a support system 	
Critical Language:	Influence, choices, relationships, well-being, strategies, image, impact, consequences, interpersonal skills	

Learning Experience # 10	
The teacher may introduce causes, complications and warning signs of eating disorders (Bulimia, Anorexia) so students can begin to examine (some examples of) unhealthy relationships with food.	
Generalization Connection(s):	Eating disorders can compromise healthy weight, healthy habits, healthy food choices as well as a person’s overall well-being and safety
Teacher Resources:	http://www.nationaleatingdisorders.org (Offers information in all areas specified in the task description) http://kidshealth.org/teen/food_fitness/problems/eat_disorder.html (Offers information in all areas specified in the task description) http://www.nimh.nih.gov/health/publications/eating-disorders/index.shtml (General information about eating disorders)
Student Resources:	http://www.nationaleatingdisorders.org (Offers information in all areas specified in the task description)

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	http://www.nimh.nih.gov/health/publications/eating-disorders/index.shtml (General information about eating disorders) www.helpkids.com.au/teens/get-info/hot-topics/body-image.php (Tool for students to get general information about eating disorders)	
Assessment:	Students will construct a short expository essay explaining their understanding of the causes, complications and warning signs of either anorexia nervosa or bulimia.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a template for an essay https://wikis.engage.com/template (5 paragraph essay template)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> The signs, symptoms, and consequences of eating disorders 	
Key Skills:	<ul style="list-style-type: none"> Define and identify types of eating disorders 	
Critical Language:	Nutrition, body image, diet, relationships, healthy weight, well-being, consequences, impact	

Learning Experience # 11		
The teacher may define and provide examples of support systems for healthy eating so students can draw conclusions about their own resources for healthy food choices and eating habits.		
Generalization Connection(s):	Positive support systems help strengthen interpersonal skills and the development/maintenance of an individual's healthy body image and lifestyle	
Teacher Resources:	http://www.teenhealthfx.com/search?q=support+systems+for+teens (Articles on Support Systems) http://www.selfgrowth.com/search/google?query=support+systems+for+teens&op.x=42&op.y=10&op=Search&cx=010742043194261583906%3A2yzdfxteegw&cof=FORID%3A9 (Articles on Support Systems)	
Student Resources:	http://www.teenhealthfx.com/search?q=support+systems+for+teens (Articles on Support Systems) http://www.selfgrowth.com/search/google?query=support+systems+for+teens&op.x=42&op.y=10&op=Search&cx=010742043194261583906%3A2yzdfxteegw&cof=FORID%3A9 (Articles on Support Systems) http://www.metrocrisiservices.org	
Assessment:	Students will construct a journal entry (see ongoing experience #2) to identify who is part of their support system, how they utilize this support, and what steps they can take to add people to their network of support if needed (e.g., graphic organizer, journal)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may shorten the journal prompt	Students may complete the shortened journal entry (e.g. Identifying the people who apart of their support system)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> The impact of Interpersonal skills on a healthy diet 	
Key Skills:	<ul style="list-style-type: none"> Assess what comprises a support system Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition 	
Critical Language:	Influence, choices, relationships, well-being, strategies, image, impact, consequences, interpersonal skills	

Learning Experience # 12

The teacher may show examples of current Public Service Announcements (PSAs) so students can critique the elements of a quality PSA.

Generalization Connection(s):	Positive nutritional choices provide the basis for balanced healthy eating and physical wellbeing Culture, family, peers, and media shape one’s choices for building healthy eating habits	
Teacher Resources:	http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Preparing Public Service Announcements) http://en.wikipedia.org/wiki/Public_service_announcement (Definition of Public Service Announcement) http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf (Persuasive Techniques in Advertising) http://mediaeducationlab.com/stand-lesson-2-understand-genre-public-service-announcements (Analyzing components of PSAs)	
Student Resources:	http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Examples and Graphic Organizer of PSA) http://en.wikipedia.org/wiki/Public_service_announcement (Definition of Public Service Announcement) http://adCouncil.org/Our-Work/The-Classics (Ad Council Public Service Announcements) http://adCouncil.org/Our-Work/(offset)/24 (Ad Council Public Service Announcements)	
Assessment:	Students will watch television for a particular block of time and identify public service announcements to analyze essential components and determine the effectiveness of the announcements. http://mediaeducationlab.com/stand-lesson-2-understand-genre-public-service-announcements (Analyzing components of PSAs)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/4column.pdf (Four column organizer- audience/purpose/topic/emotions)	Students may complete a graphic organizer to categorize audience, purpose/topic, and emotions after watching several PSAs

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with a list of PSA's.	Students may use the data gathered for the assessment to construct an opinion piece regarding the most persuasive PSAs
Critical Content:	<ul style="list-style-type: none"> • Family, media, and peers influences on a healthy diet • Media informs their communities so people may become effective and active citizens • PSAs are advertising that uses persuasive techniques 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition • Understand the food categories and the nutritional correlation to developing a healthy diet 	
Critical Language:	Public Service Announcement, PSA, Persuasive, Advertising, Healthy Nutrition, Personal Eating Habits, Choices	

Learning Experience # 13		
The teacher may provide resources so students can de-construct the elements of a PSA.		
Generalization Connection(s):	Positive nutritional choices provide the basis for balanced healthy eating and physical well-being	
Teacher Resources:	http://www.centerdigtaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (Create and watch PSA) http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Checklist to create PSA) http://agadventures.weebly.com/uploads/9/3/6/9/9369630/publicserviceannouncement_scriptingtemplate.pdf (Public Service Announcement script template)	
Student Resources:	http://www.centerdigtaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (Create and watch PSA) http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Checklist to create PSA) http://agadventures.weebly.com/uploads/9/3/6/9/9369630/publicserviceannouncement_scriptingtemplate.pdf (Public Service Announcement script template)	
Assessment:	Students will construct a draft outline for their final PSA.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The importance of a variety of foods/beverages for a healthy diet • Healthy dietary choices in a variety of settings • The impact of Interpersonal skills on a healthy diet 	
Key Skills:	<ul style="list-style-type: none"> • Recognize eating patterns to develop healthy eating habits • Analyze personal eating habits and traditions in their family and culture and how it affects overall nutrition 	
Critical Language:	Nutrition, body image, diet, relationships, healthy weight, well-being, nutrients, disorders, influence, choices, PSA	