

Unit Title: Nutrition

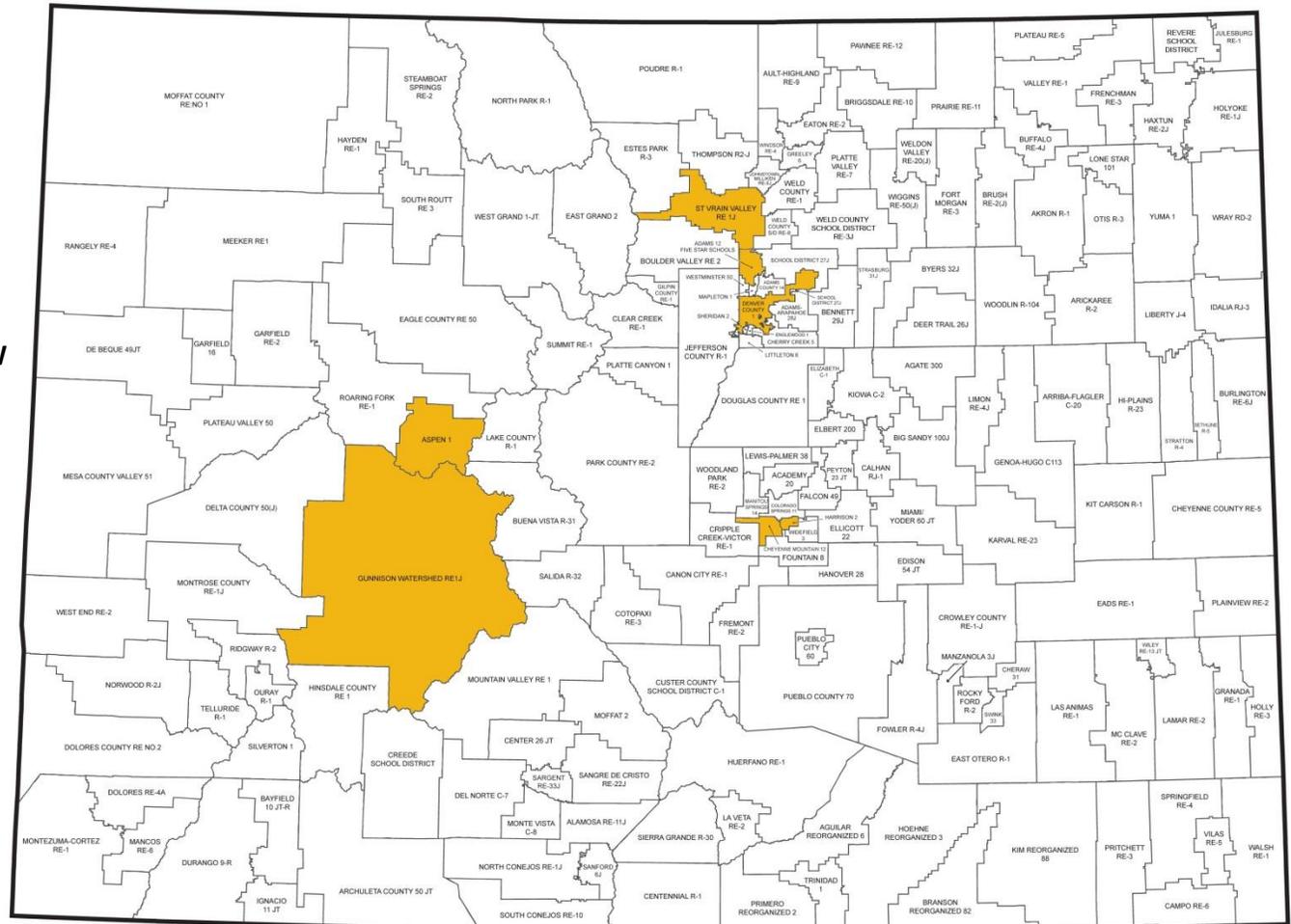
INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW

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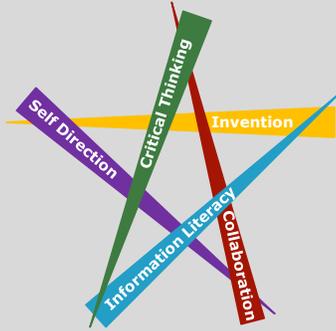
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their 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	High School
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1	
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2	
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3	
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4	
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5	
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6	
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1	
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2	
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3	
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1	
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2	
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3	
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4	
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5	
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6	
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7	
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8	
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9	
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10	

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Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

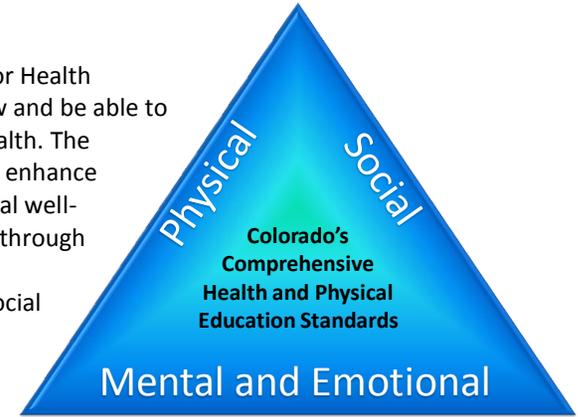
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

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.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Nutrition	3 weeks	4

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Unit Title	Nutrition		Length of Unit	3 weeks
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.2-GLE.1, CH09-GR.HS-S.2-GLE.2, CH09-GR.HS-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How is a person influenced about their food choices? (CH09.GR.HS-S.2-GLE.2) • How do nutritional choices impact society? (CH09.GR.HS-S.2-GLE.3) • What is personal responsibility in relation to one’s nutrition? (CH09.GR.HS- S.2-GLE.1,2,3) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Influences, Decision-making, Consequences, Validity , Reliability, Resources, Choices, Responsibility, Goal-setting, Behavior, Beliefs			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences (CH09.GR.HS-S.2-GLE.1-N.1)and (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e;RA.1,2,3,5;N.1)and (CH09.GR.HS-S.2-GLE.3-EO.a,b,;RA.1,2,3)	What impact do media, family, and peers have on decision making about food and dietary choices?	Whose responsibility is it to make healthy decisions about food choices? What are some nutritional decisions have you made as a result of being influenced by media, family, and peers?
Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet. (CH09.GR.HS-S.2-GLE.1-EO.a,c,e;IQ.1,3;RA.1;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.a;IQ.2,4;RA.1,3;N.1) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d;IQ.1,2;RA.1,2,3;N.1,2)	Why is it important to access reliable and valid information regarding nutrition? What is the importance of looking at a variety of resources to help set goals?	If everyone had a healthy diet, how would diseases be impacted? (CH09.GR.HS-S.2-GLE.1-EO.b;IQ.2) How do media help and hinder goal-setting for maintaining a healthy nutritional plan? How can valid and reliable resources help with goal-setting?
Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1,2)	How do food choices directly relate to weight management, illness, and overall health? (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e;IQ.1,2,3;RA.1,2,3;N.1)	Whose responsibility is it to regulate the obesity epidemic? (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,e;IQ.1,2,3;RA.1,2,3;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.b,d;IQ.1,2,5;RA.2,3) How can personal economics influence food choices? (CH09.GR.HS-S.2-GLE.2-EO.b;IQ.5) How should obesity be classified in regards to illness and disease? (CH09.GR.HS-S.2-GLE.1-EO.a,b;IQ.2;N.1)

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<p>The quality of mental health can impact an individual’s physical development, decision-making processes, body image perceptions, interpersonal relationships and personal wellbeing (CH09.GR.HS-S.2-GLE.1-EO.d,e) and (CH09.GR.HS-S.2-GLE.2-EO.b,d,e)</p>	<p>Explain why eating disorders are classified as a mental health issue?</p>	<p>What if media portrayed only realistic body images? (CH09.GR.HS-S.2-GLE.2-EO.b,c,d,e)</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The effects and importance of nutrients on the body (CH09.GR.HS-S.2-GLE.1, EO.a,b,c,d,e;IQ.1,;RA.1,2,3;N.1) • The impact family, peers, media, culture, and technology have on eating behaviors and choices (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e;IQ.1,2,3,4,;RA.1,3;N.1) • Consequences of eating/fitness behavior and illness (CH09.GR.HS-S.2-GLE.1-EO.a,b,d;IQ.1,2,3;RA.1,2,3;N.1) and (CH09.GR.HS-S.2-GLE.2-EO.b,d,e;IQ.3,4,5;RA.1;N.1) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,e) • The effects of Basal Metabolic Rate (BMR) and Body Mass Index (BMI) on weight management (CH09.GR.HS-S.2-GLE.3-EO.b,c,d) • Federal nutrition guidelines, as well as other current research-based nutritional information (CH09.GR.HS-S.2-GLE.3-EO.a,d) and (CH09.GR.HS-S.2-GLE.1-EO.a,b,c) 	<ul style="list-style-type: none"> • Establish a healthy eating plan (CH09.GR.HS-S.2-GLE.1-EO.a,c,e) and (CH09.GR.HS-S.2-GLE.3-EOa,b,c,d) • Express the relationship between media and consumer products (CH09.GR.HS-S.2-GLE.2-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.3-EO.b) • Investigate illnesses related to eating behaviors (CH09.GR.HS-S.2-GLE.1-EO.a,b,c,d,e) and (CH09.GR.HS-S.2-GLE.2-EO.b,c;RA.5;N.1) • Calculate Basal Metabolic Rate (BMR) and Body Mass Index (BMI) and correlate it to weight management (CH09.GR.HS-S.2-GLE.1-EO.a,c,e) and (CH09.GR.HS-S.2-GLE.3-EO.c,d) • Evaluate (compare and contrast) different nutritional guidelines (CH09.GR.HS-S.2-GLE.1-EO.a,b,c) and (CH09.GR.HS-S.2-GLE.2-EOb,c) and (CH09.GR.HS-S.2-GLE.3-EO.a,b,c,d)

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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Healthful living requires an individual to critically analyze all available reliable and valid information about nutrition to influence healthy decisions, and make informed choices about foods and diet.</i></p>
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<p>Academic Vocabulary:</p>	<p>Analyze, Influence, Decision-making, Validity, Reliability, Perception, Media, Goal-setting, Responsibility, Trends, Norms, Personal Responsibility, Consequences, Behavior, Beliefs</p>
<p>Technical Vocabulary:</p>	<p>Metabolic, Metabolism, Body Mass Index, Basal Metabolic Rate, Caloric Expenditure, Caloric Intake, Type-1 and 2 Diabetes, Hypertension, Heart Disease, Cancer, Osteoporosis, Anorexia Nervosa, Bulimia, Binge Eating Disorder, High Density Lipoprotein, Low Density Lipoprotein, Cholesterol, Trans Fat, Saturated Fat, Unsaturated Fats, Nutrients, Food Labels, Fat, Protein, Carbohydrates, Portion Control, Gluten-Free, Vegan, Restaurateur, Food Log, Proteins, Dietary Guidelines</p>

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Unit Description:	This unit looks at influences such as family, peers, and culture and how they impact a person’s decisions for making healthy food choices. Additionally, the unit will allow students to explore how personal food choices, economics and behaviors influence weight management, disease prevention and overall health. The unit culminates with students using their knowledge of food choices and nutritional values to create a healthy restaurant menu.
Considerations:	High School students should have a clear understanding of food groups and nutrients. However, not all students at this age may have the basic working knowledge or parental support to make positive food choices.
Unit Generalizations	
Key Generalization:	Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences
Supporting Generalizations:	Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health
	Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet
	The quality of mental health can impact an individual’s physical development, decision-making processes, body image perceptions, interpersonal relationships and personal well-being

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences. In addition, personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a restaurateur you will choose a target audience (e.g. Mexican, Italian, Asian-Fusion, Gluten Free, Vegan) and develop a restaurant with a menu that offers a variety of nutritional choices for your customer base. Your menu will demonstrate your knowledge of healthy food choices as well as factors that impact the nutritional choices of yourself and others (e.g. Personal beliefs, media, family & peer influences, economics, culture, and environment) http://www.stocklayouts.com/Templates/Free-Templates/Free-Sample-Menu-Template-Design.aspx (free menu templates) http://www.foodservicewarehouse.com/education/restaurant-management-and-operations/a-quick-guide-on-pricing-restaurant-menu-items/c28020.aspx (pricing food on restaurant menus)
Product/Evidence: (Expected product from students)	Students will create a menu that includes: <ul style="list-style-type: none"> • Restaurant Name • Type of Restaurant (e.g. Fast food, Bistro, Fine Dining) • Restaurant Cuisine Type (e.g. Mexican, Italian, Chinese, French etc.) • Appetizer, Salad, Main Course, Dessert and Drinks • Description of each item • Price of each item • Pictures of Meals • Within each section, there must be one dietary accommodation (e.g. low fat, gluten free, low calorie, low sugar, vegetarian)
Differentiation: (Multiple modes for student expression)	Include the History of restaurant Restaurant Lay out

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	Restaurant Logo
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Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Chew on This: Everything you Don't Want To Know About Fast Food</i> by Eric Schlosser (Lexile level 1110)</p> <p><i>The Teen Eating Manifesto: The Ten Essential Steps to Losing Weight, Looking Great and Getting Healthy (Volume 1)</i> by Lisa Stollman (Lexile range 930 - 1170)</p> <p><i>Teen Cuisine: New Vegetarian</i> by Matthew Locricchio (Lexile range 930 - 1170)</p>	<p><i>Wintergirls</i> by Laurie Halse Anderson (Lexile level 1065)</p> <p><i>No Body's Perfect</i> by Kimberly Kirberger (Lexile level 890)</p> <p><i>The Healing Field</i> by Howard E. Richmond (Lexile range 930 - 1170)</p> <p><i>Fasting Girls: A History of Anorexia Nervosa</i> by Joan Jacobs Brumberg (Lexile range 930 - 1170)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a restaurateur – make healthy food choices	Teacher Resources:	http://www.restaurantreport.com/departments/biz_keeping-it-simple.html (How to create a restaurant concept and succeed) http://www.prevention.com/food/healthy-eating-tips/make-better-healthy-eating-choices (10 tips to help select healthy foods)
			Student Resources:	http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/DG2010Brochure.pdf (brochure with healthy eating guidelines) http://www.livestrong.com/article/526249-nutrition-guidelines-for-young-adults/ (guidelines for young adults)
	Skills:	Evaluate (compare and contrast) different nutritional guidelines	Assessment:	Students will analyze a menu of their choice and evaluate the food items based on their nutritional content. (e.g., nutritional notebook, graphic organizer).
2.	Description:	Think/work like a restaurateur – analyze influences that impact eating habits	Teacher Resources:	http://www.theguardian.com/lifeandstyle/wordofmouth/2013/may/08/restaurant-menu-psychology-tricks-order-more (Article on the psychology of menu design) http://www.healthpages.org/basics-healthy-eating/why-we-eat-what-we-eat/ (Article on what influences our eating habits)
			Student Resources:	http://www.wikihow.com/Make-a-Restaurant-Menu (How to make a restaurant menu) http://www.diet.com/g/eating-habits (article looks at various influences on our eating patterns)
	Skills:	Investigate illnesses related to eating behaviors	Assessment:	Students will create a brain wall that will compare and contrast the effect eating disorders have on various body systems.
3.	Description:	Think/work like a restaurateur – decision-making skills to develop lifelong nutritional habits	Teacher Resources:	http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/DG2010Brochure.pdf (Brochure with healthy eating guidelines)
			Student Resources:	http://www.nutrition.gov/shopping-cooking-meal-planning/food-shopping-and-meal-planning/build-healthy-diet-smart-shopping (Guidelines for smart grocery shopping)

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	Skills:	Establish a healthy eating plan	Assessment:	Students will record in a journal their eating habits for a period of time to analyze the strengths and weaknesses within their diet.
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Prior Knowledge and Experiences
These ongoing learning experiences build upon a presumed student working knowledge of concepts such as influences, choices, nutrition, nutrients and diet. This unit will build upon these concepts to allow students to develop a better understanding of the importance of internal and external influences on our food choices and the impact on our short and long term health.

Learning Experience # 1		
The teacher may show a nutritional video (e.g. Killer At Large) so students can begin to connect the ways media influences nutritional choices.		
Generalization Connection(s):	Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences	
Teacher Resources:	https://www.youtube.com/watch?v=ONPC8yHw_VE (Killer at Large) https://www.youtube.com/watch?v=N2diPZOtty0uper (Super-Size Me) https://www.youtube.com/watch?v=2Oq24hITFTY (Food Inc.) http://www.readingrockets.org/strategies/exit_slips (Exit Slip examples) http://www.theguardian.com/lifeandstyle/wordofmouth/2013/may/08/restaurant-menu-psychology-tricks-order-more (Article on the psychology of menu design)	
Student Resources:	https://www.youtube.com/watch?v=ONPC8yHw_VE (Killer at Large) http://www.theguardian.com/lifeandstyle/wordofmouth/2013/may/08/restaurant-menu-psychology-tricks-order-more (Article on the psychology of menu design) https://www.youtube.com/watch?v=N2diPZOtty0uper (Super-Size Me)	
Assessment:	Students will answer the question “What impact may media, family and peers have on decision making about food and dietary choices?” (exit slip, pair/share)	
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 simplify the exit question (e.g. How do TV and other people affect your decisions about food?) The teacher may provide sentence starters (e.g. TV affects my eating habits because...)	Students may: <ul style="list-style-type: none"> ● Focus on only one element of the question (e.g. media, family, or peers) ● Create a list rather than complete sentences ● Answer the question orally, rather than in writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	N/A	Students may respond with an extended written response rather than an exit slip Students may select one impact that affects them the most and write an extended response
Critical Content:	<ul style="list-style-type: none"> The impact family, peers, media, culture, and technology have on eating behaviors and choices Consequences of eating/fitness behavior and illness 	
Key Skills:	<ul style="list-style-type: none"> Express the relationship between media and consumer products 	
Critical Language:	Influence, Perception, Media, Trends, Norms, Belief, Obesity, Behavior	

Learning Experience # 2		
The teacher may bring examples of different menus so students can explore food options and menu designs.		
Generalization Connection(s):	Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health	
Teacher Resources:	http://justfacs.com/wp-content/uploads/2010/09/Menus-1.pdf (Examples of menus) http://justfacs.com/wp-content/uploads/2010/09/Menus-2.pdf (Examples of menus) http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Example of various graphic organizers) http://www.huffingtonpost.com/2013/02/19/menu-labels-calories-color-symbols-restaurant-foods_n_2708204.html (How putting different things in a menu affects how people select food and how much they eat)	
Student Resources:	http://www.wikihow.com/Make-a-Restaurant-Menu (How to create a menu) https://www.eduplace.com/graphicorganizer/pdf/ladder.pdf (Ladder graphic organizer)	
Assessment:	Students will use a graphic organizer to review two different selected menus to analyze key aspects needed in a menu (e.g. menu sections, symbols used, colors, font, pictures, special meals)	
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 limit the number of questions The teacher may pair students with same native language speakers The teacher may provide specific examples of menu sections, symbols, etc.	Students may present verbally one-on-one to teacher Students may thing-pair-share in their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	The teacher may provide resource - e.g. http://www.cbsnews.com/news/tricks-of-the-restaurant-trade-7-ways-menus-make-you-spend/ (Article on tricks of the restaurant trade) or http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf (Compare & contrast organizer)	Students may read the article “Tricks of the restaurant trade” to analyze how restaurants carefully create their menus. Students may compare and contrast different menus from restaurants looking for the key points to determine which menu may be the best. Students may create their own compare and contrast organizer
Critical Content:	<ul style="list-style-type: none"> The impact family, peers, media, culture, and technology have on eating behaviors and choices 	
Key Skills:	<ul style="list-style-type: none"> Express the relationship between media and consumer products 	
Critical Language:	Analyze, Influence, Media, Portion Control, Restaurateur	

Learning Experience # 3		
The teacher may introduce the 6 important nutrients so students can investigate the impact nutrients have on the body.		
Generalization Connection(s):	Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet	
Teacher Resources:	http://www.educationoasis.com/curriculum/graphic_organizers.htm (Graphic Organizers) http://www.eduplace.com/graphicorganizer/spanish/ (Graphic Organizers in Spanish) www.Naturalreader.com (Text to speech software) www.Kurzweiledu.com (Text to speech software) www.Readclip.com (Text to speech software) http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Examples of various different graphic organizers) http://justfacts.com/wp-content/uploads/2010/09/Six-Classes-of-Nutrients.pdf (6 nutrient worksheet) http://habitoynatural.foro.es.org/f3-6-nutrientes-esenciales (6 nutrients information in Spanish)	
Student Resources:	http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Examples of various different graphic organizers) http://justfacts.com/wp-content/uploads/2010/09/Six-Classes-of-Nutrients.pdf (6 nutrient worksheet) http://habitoynatural.foro.es.org/f3-6-nutrientes-esenciales (6 nutrients information in Spanish)	
Assessment:	Students will work in small groups and each will become the “expert” on a specific nutrient (e.g. water, minerals, fats) and share the important facts to the rest of the group.	
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 graphic organizer (possibly in native language) <i>Refer to Teacher Resources</i> The teacher may input the nutrient fact sheet into a text to speech software <i>Refer to Teacher Resources</i>	Students may read and summarize in their native language before translating the information into English Students may work with a partner “expert” Students may create a list rather than complete sentences
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	The teacher may provide resources - e.g. http://www.dpdcdb.org/NR/rdonlyres/32BD7A65-967E-497C-A77C-65708FB65BF5/116055/1_nutrient_note.pdf (6 essential nutrients) or http://www.choosemyplate.gov/food-groups/ (Food groups)	Students may investigate how different systems in the body are affected by the specific nutrients they are researching
Critical Content:	<ul style="list-style-type: none"> • The effects and importance of nutrients on the body. • Federal nutrition guidelines, as well as other current research-based nutritional information 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate (compare and contrast) different nutritional guidelines 	
Critical Language:	Analyze, Nutrients, Fat, Carbohydrates, Protein, Minerals, Vitamins, Water	

Learning Experience # 4		
The teacher may introduce dietary guidelines (e.g. choosemyplate.gov) so students can analyze their current diet and explore elements of a healthy eating plan.		
Generalization Connection(s):	Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet	
Teacher Resources:	https://www.myfitnesspal.com/ (Food log app) http://www.choosemyplate.gov/ (Food tracker) http://justfacts.com/wp-content/uploads/2010/09/Portion-cards.pdf (Serving size cards) http://www.guardyourhealth.com/health-topics/nutrition/portion-size-guide/ (Portion size guide) http://www.educationoasis.com/curriculum/graphic_organizers.htm (Graphic Organizers) http://www.eduplace.com/graphicorganizer/spanish/ (Graphic Organizers in Spanish)	
Student Resources:	https://www.myfitnesspal.com/ (Food tracker) http://www.choosemyplate.gov/ (Food tracker) http://www.cnp.usda.gov/sites/default/files/dietary_guidelines_for_americans/DG2010Brochure.pdf (Health eating tips) http://www.buzzfeed.com/carolynkylstra/healthy-eating-charts (Healthy eating charts) http://justfacts.com/wp-content/uploads/2010/09/Portion-cards.pdf (Serving size cards) http://www.guardyourhealth.com/health-topics/nutrition/portion-size-guide/ (Portion size guide)	
Assessment:	After recording dietary intake for one day, students will enter their food log into a dietary tracker (e.g. myfitness pal, choosemyplate.gov), identify weak areas and suggest possible improvements they could make to their diet.	
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 guide students through website to be able to access and enter their food log The teacher may give alternative options to online dietary trackers (e.g. healthy eating charts, serving size cards) <i>Refer to Teacher Resources</i> The teacher may provide graphic organizers (possibly in native language) <i>Refer to Teacher Resources</i>	Students may work with the teacher to get guidance on how to browse through the dietary tracker website Students may use serving size cards and/or health eating charts as an alternative to online trackers Students may focus on the weak areas and improvements for only one of their daily meals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide resources – e.g. https://www.myfitnesspal.com/ (Food tracker) or http://www.choosemyplate.gov/ (Food tracker)	Students may analyze the different trackers to determine which one may fit them and their needs best Students may make the necessary changes in the food log to change any weaknesses, then re-enter into a dietary tracker and analyze if the changes were effective
Critical Content:	<ul style="list-style-type: none"> Federal nutrition guidelines, as well as other current research-based nutritional information 	
Key Skills:	<ul style="list-style-type: none"> Evaluate (compare and contrast) different nutritional guidelines Establish a healthy eating plan 	
Critical Language:	Food Log, Grains, Proteins, Dairy, Fruits, Vegetables, Dietary Guidelines, Portion Control, Serving Size, Goal Setting, Personal Responsibility, Decision Making	

Learning Experience # 5		
The teacher may continue to review dietary guidelines (e.g. choosemyplate.gov) so students can assess how BMI, calories, and empty calories factor into weight management.		
Generalization Connection(s):	Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet	
Teacher Resources:	http://www.choosemyplate.gov/ (BMI, examples of calories vs. empty calories) https://www.myfitnesspal.com/ http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html (Meal plan worksheet) http://choosemyplate.gov/weight-management-calories/calories/empty-calories.html (Examples of empty calories)	
Student Resources:	http://www.choosemyplate.gov/ (BMI, examples of calories vs. empty calories) https://www.myfitnesspal.com/ http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html (Meal plan worksheet) http://choosemyplate.gov/weight-management-calories/calories/empty-calories.html (Examples of empty calories)	
Assessment:	Students will use a meal plan worksheet to develop a one day personal meal plan which takes into account calorie expenditure, activity level, empty calories as well as healthy food choices.	
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 provide graphic organizers (possibly in native language) <i>Refer to Teacher Resources</i>	Students may work with a partner Students may think-pair-share in their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.123helpme.com/view.asp?id=79497 (Case study examples)	Students may analyze their personal plan for an extended period of time (e.g. 2 days, 3 days, week) Students may develop a plan from a case study situation rather than their own meal plan
Critical Content:	<ul style="list-style-type: none"> The effects of Basal Metabolic Rate (BMR) and Body Mass Index (BMI) on weight management 	
Key Skills:	<ul style="list-style-type: none"> Calculate Basal Metabolic Rate (BMR) and Body Mass Index (BMI) and correlate it to weight management Establish a healthy eating plan 	
Critical Language:	Metabolic, Metabolism, Body Mass Index, Basal Metabolic Rate, Caloric Expenditure, Empty Calories	

Learning Experience # 6		
The teacher may pose the question “How do food choices directly relate to weight management, illness, and overall health?” so students can examine the impact of their nutritional decisions.		
Generalization Connection(s):	Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health	
Teacher Resources:	http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html (food plan worksheet)	
Student Resources:	http://ndep.nih.gov/media/youth-tips-eat-508.pdf (Health food choices tips for teens with Diabetes)	
Assessment:	Students will use a food plan worksheet to analyze their own food plan and determine how the plan enhances or detracts from illness, weight management and overall health.	
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 specific list of illnesses, weight management and overall health issues for the students to address The teacher may create a multiple choice or matching worksheet for linking negative and/or positive health consequences to student’s food plan	Students may choose one specific illness/weight management issue to focus on Student may create a simple Pros/Cons list about their food choices Students may work in small group and discuss the worksheet while one student records the notes
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	<p>The teacher may provide resources – e.g. www.everydayhealth.com/cold-flu-pictures/better-immune-system.aspx (How diet & sleep affect your health) or 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) or http://www.livestrong.com/article/498384-how-eating-habits-affect-your-health/ (How Eating Habits Affect Your Health) or http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_chart.pdf (Cause and effect template)</p>	<p>Students may investigate how different systems in the body are affected by nutritional choices and eating habits. (Cause and effect)</p>
Critical Content:	<ul style="list-style-type: none"> • The impact family, peers, media, culture, and technology have on eating behaviors and choices • Consequences of eating/fitness behavior and illness 	
Key Skills:	<ul style="list-style-type: none"> • Establish a healthy eating plan • Investigate illnesses related to eating behaviors 	
Critical Language:	<p>Type - 1 and 2 Diabetes, Hypertension, Heart Disease, Cancer, Osteoporosis, High Density Lipoprotein, Low Density Lipoprotein, Cholesterol, Unsaturated and Saturated Fats, enhance, detract</p>	

Learning Experience # 7		
<p>The teacher may provide a guest speaker (nurse, health care professional, etc.) to discuss the impact of unrealistic body images and eating disorders so that students can connect the effect these disorders have on a person’s physical, mental and social health.</p>		
Generalization Connection(s):	<p>The quality of mental health can impact an individual’s physical development, decision-making processes, body image perceptions, interpersonal relationships and personal wellbeing</p>	
Teacher Resources:	<p>http://www.nationaleatingdisorders.org/ (eating disorder information) http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html (How to do a carousel walk around). http://girlshealth.gov/ (nutrition, body image information)</p>	
Student Resources:	<p>http://girlshealth.gov/ (nutrition, body image information)</p>	
Assessment:	<p>Students will post reflections for the following questions on the wall and complete a carousel walk around the room</p> <p>How does disordered eating impact one’s social health? How does disordered eating impact one’s physical health? How does disordered eating impact one’s mental health?</p>	
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 provide examples of how disorder eating impacts social, physical and mental health	Students may focus on creating examples on how eating disorders impacts only one (social, physical or mental health)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide resources to the students – e.g. http://www.nationaleatingdisorders.org/ (eating disorder information) or http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html (How to do a carousel walk around) or http://girlshealth.gov/ (nutrition, body image information)	Students may work individually and analyze how a specific eating disorder impacts a person’s social, physical, and mental health Students may compare and contrast the different eating disorders and how their impact on the individuals social, physical, and mental health
Critical Content:	<ul style="list-style-type: none"> Consequences of eating/fitness behavior and illness 	
Key Skills:	<ul style="list-style-type: none"> Investigate illnesses related to eating behaviors 	
Critical Language:	Anorexia Nervosa, Bulimia, Binge Eating Disorder, Mental Health, Physical Health, Social Health	

Learning Experience # 8		
The teacher may provide examples of web-based grocery stores (e.g.: walmart.com, sprouts.com, wholefoods.com) so students can investigate food availability and costs.		
Generalization Connection(s):	Personal food choices, economics and behaviors all influence weight management, disease prevention, and overall health	
Teacher Resources:	http://www.priceisright.com/games/ (High-Low game rules) www.walmart.com (food prices) www.sprouts.com (food prices) http://www.nutrition.gov/shopping-cooking-meal-planning/food-shopping-and-meal-planning/build-healthy-diet-smart-shopping (guidelines for smart grocery shopping) https://www.youtube.com/watch?v=LcYVnr4IC2I (Clip from Price is Right Hi/Lo game)	
Student Resources:	http://www.nutrition.gov/shopping-cooking-meal-planning/food-shopping-and-meal-planning/build-healthy-diet-smart-shopping (guidelines for smart grocery shopping)	
Assessment:	Students will play a game (e.g. The Price is Right Hi/Lo game) to determine the value of various food items.	
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 provide a written explanation the rules and the purpose of the game The teacher may show a clip from the actual Price is Right show to demonstrate how the game is played	Students may play the game with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own version of a Hi/Lo game
Critical Content:	<ul style="list-style-type: none"> • The impact family, peers, media, culture, and technology have on eating behaviors and choices 	
Key Skills:	<ul style="list-style-type: none"> • Establish a healthy eating plan • Express the relationship between media and consumer products 	
Critical Language:	Analyze, Influence, Media, Perceptions, Trends, Cost, Nutrients, Economics	

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Learning Experience # 9		
The teacher may provide various food labels so students can apply decision-making skills to differentiate the healthier food option based on the nutrients.		
Generalization Connection(s):	Valid and reliable nutritional resources can facilitate positive decision-making with regards to maintaining a healthy diet	
Teacher Resources:	http://extension.missouri.edu/fnep/JIFF/7samplelabels.pdf (examples of food labels) http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm (How to read a food label) http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/Understanding-Food-Nutrition-Labels_UCM_300132_Article.jsp#mainContent (How to understand a food label) http://www.choosemyplate.gov/downloads/NutritionFactsLabel.pdf (Understanding Food Labels)	
Student Resources:	http://extension.missouri.edu/fnep/JIFF/7samplelabels.pdf (examples of food labels) http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm (How to read a food label) http://www.waltoncsd.org/Downloads/compcn_chart.pdf (Compare/Contrast graphic organizer)	
Assessment:	Students will compare and contrast two food labels, to decide which the healthier option is, and explain why.	
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 graphic organizer for students The teacher may specify what “healthier option” is by narrowing down what students need to look for (less sugar, more vitamins, etc)	Students work with a partner Students may focus on only a few of the most important aspects of the food label to determine “healthier option”
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf (compare & contrast organizer)	Students may generate their own graphic organizer as well as go into more in depth for specific categories (e.g., Proteins, Saturated Fats) Students may explain the healthier option using an extended response
Critical Content:	<ul style="list-style-type: none"> Federal nutrition guidelines, as well as other current research-based nutritional information 	
Key Skills:	<ul style="list-style-type: none"> Evaluate (compare and contrast) different nutritional guidelines 	
Critical Language:	Analyze, Food Labels, Serving Size, Cholesterol, Trans-fat, Saturated Fat, Unsaturated Fats, % Daily Value, Decision Making, Validity, Reliability	

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Learning Experience # 10		
The teacher may identify sections of a restaurant menu so students can begin to critique necessary elements for healthy meal options.		
Generalization Connection(s):	Personal beliefs, media, family, and peers often shape a person’s nutritional choices that can result in a variety of health consequences	
Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html?tab=4#tabs (example of planning a menu for a restaurant lesson) http://familyconsumersciences.com/2012/11/designing-your-own-restaurant-project/ (How to design own restaurant and menu) http://choosemyplate.gov/supertracker-tools/calories-mixed-dishes.html (Calories in different mixed dishes)	
Student Resources:	http://www.wikihow.com/Make-a-Restaurant-Menu	
Assessment:	In assessment groups, each student will create one appetizer, main course or dessert item to be included in the final menu.	
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 examples of what the final product must look like	Students may work with a partner to create one menu item for one of the categories
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide resources – e.g. http://caloriescount.com/foodcalculator.aspx?AspxAutoDetectCookieSupport=1 (calorie counter) or https://www.supertracker.usda.gov/foodapedia.aspx (calorie finder)	Students may add in the calorie intake for each item they create (e.g. appetizer of hummus with pita bread=120 calories) Students may design a menu with extended items for each course and present the menu to the class
Critical Content:	<ul style="list-style-type: none"> • The impact family, peers, media, culture, and technology have on eating behaviors and choices 	
Key Skills:	<ul style="list-style-type: none"> • Establish a healthy eating plan • Express the relationship between media and consumer products 	
Critical Language:	Influence, Decision Making, Media, Gluten-Free, Vegan	