

Unit Title: Making Healthy Choices

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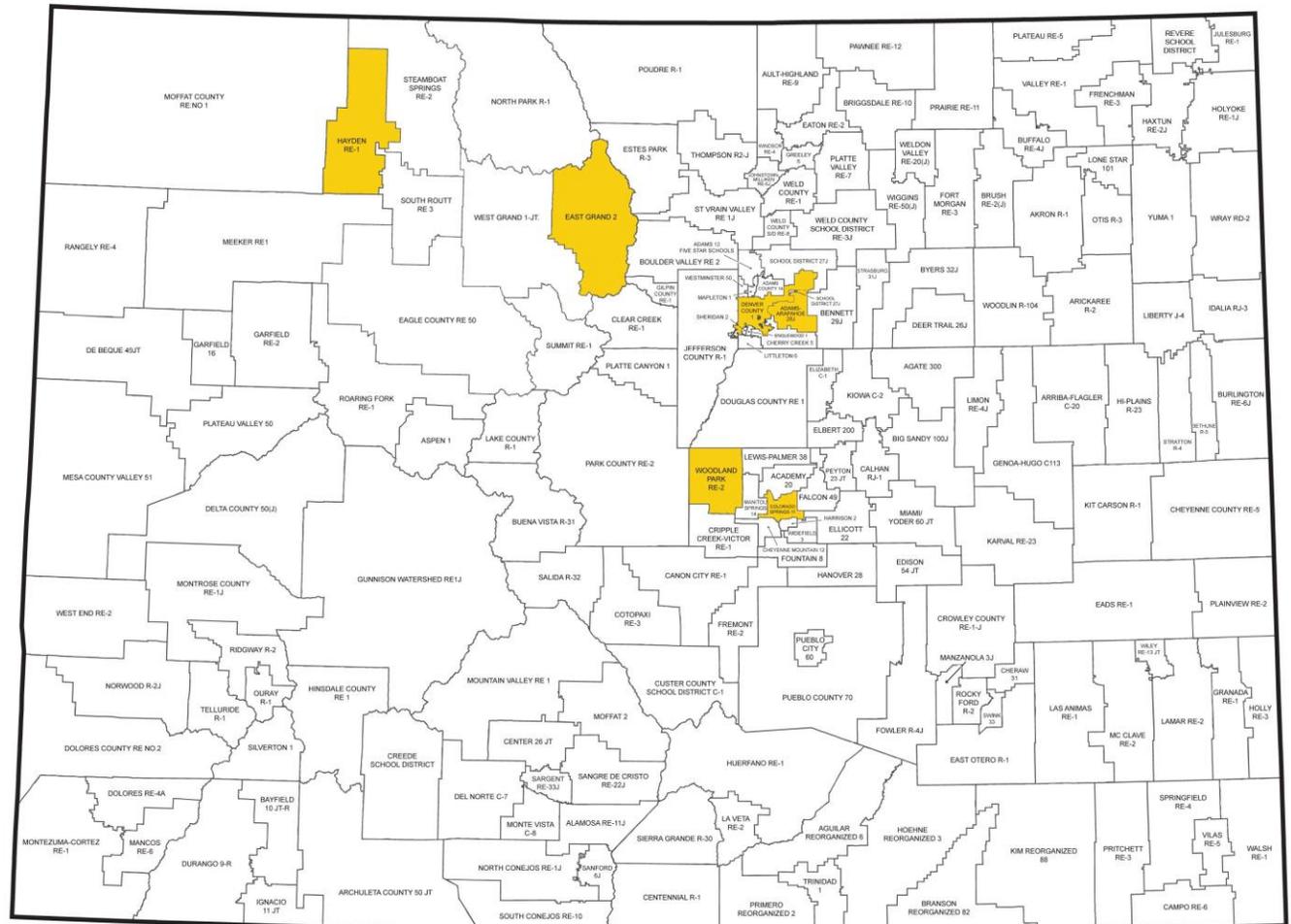
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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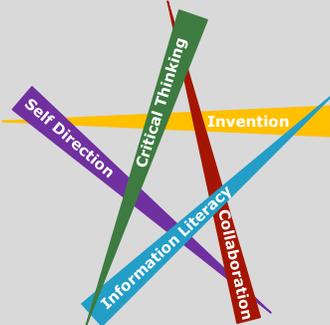
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support 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	Physical Education	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate the elements of movement in combination with a variety of locomotor skills	PE09-GR.2-S.1-GLE.1	
	2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	PE09-GR.2-S.1-GLE.2	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
2. Physical and Personal Wellness	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class	PE09-GR.2-S.2-GLE.1	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
4. Prevention and Risk Management	1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	PE09-GR.2-S.4-GLE.1	
<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>			
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Making Healthy Choices	2-4 weeks	4	

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Unit Title	Making Healthy Choices		Length of Unit	2-4 weeks
Focusing Lens(es)	Personal Health and Wellness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.2-GLE.2 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What is your role in maintaining a positive learning environment that everyone can enjoy? (PE09-GR.2-S.3-GLE.1-EO.b; IQ.3,4; RA.1,2; N.1,2) • Why is sleep important to the brain? (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3; N.2) 			
Unit Strands	Movement Competency Understanding Physical and Personal Wellness			
Concepts	Critical thinking and reasoning; interpretation; self-direction; responsibility; practice; application, awareness; cause and effect; identification; knowledge; laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits. (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4)	What amount of time should you sleep each night?	How does sleep affect the brain?
Identification of healthy brain habits facilitates the application of learned ideas and concepts. (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1)	Which foods are good for a healthy brain?	How does food interact with the brain?
Knowledge of the body's fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking around food choices. (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1)	What foods are good for the body when the body is active?	How does your body use food for fuel?

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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"> • Methods to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) • Brain-healthy foods (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) • Role of water as an essential nutrient for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1) • Fuel requirements of the body during physical activity and inactivity (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2) • Healthy food choices to fuel the body (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2) • Proper amount of sleep to get every night (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3) • Changes in the body during exercise and how that makes you feel (PE09-GR.2-S.2-GLE.2-EO.d,e; IQ.1,3; RA.1,4; N.1,2) 	<ul style="list-style-type: none"> • Identify methods to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) • Identify brain-healthy foods (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) • Describe the role of water as an essential nutrient for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1) • Explain the fuel requirements of the body during physical activity and inactivity (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2) • Identify healthy food choices to fuel the body (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2) • Determine the proper amount of sleep to get every night (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3) • Identify changes in the body during exercise and how that makes you feel (PE09-GR.2-S.2-GLE.2-EO.d,e; IQ.1,3; RA.1,4; N.1,2)

<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>Billy understands that a healthy body and brain are needed to have a healthy lifestyle.</i></p>
<p>Academic Vocabulary:</p>	<p>Critical thinking, interpretation, self-direction, responsibility, cause and effect, identification, citizenship, homeostasis.</p>
<p>Technical Vocabulary:</p>	<p>Rules, cooperation, healthy, activity, inactivity.</p>

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Unit Description:	This unit allows students to develop critical thinking and reasoning skills in order to understand and apply the benefits of healthy habits as they pertain to nutrition, exercise, water intake and sleep habits. The unit culminates with students applying and defending healthy habit choices by participating in an activity where they analyze the value of nutrition, sleep, water and exercise choices. Students will correctly place each healthy choice (beanbag, picture, polyspot) in the corresponding category, (GO, SLOW, NO). Students will defend choices to peers during a gallery walk.
Considerations:	As fellow teachers, we understand that healthy habits can be a challenging aspect to teach in physical education. With that said, please consider the following: <ul style="list-style-type: none"> • District requirements • Economic Status of families • Equipment resources • Administrative support • Cultural considerations • MVPA This unit was written to address the grade level outcomes. Additional considerations may include: <ul style="list-style-type: none"> • Time spent with students (e.g. length of class, number of days a week) • Part time teacher vs. full time teacher • Available space
Unit Generalizations	
Key Generalization (s):	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits
Supporting Generalizations:	Knowledge of body's fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking around food choices Identification of healthy brain habit facilitates the application of learned ideas and concepts

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student athletic coach, you have been asked to select actions and activities to prepare a healthy athlete for a competition. You will participate in activities to analyze the value of nutrition, sleep, water and exercise choices for athletes. You will present your chosen activity to a panel of peer/health advocates and defend your choices in a gallery walk.
Product/Evidence: (Expected product from students)	<ul style="list-style-type: none"> • To select these activities, students will collect items from the center of the gym and bring them back to their area. They will run from your space to a pile of pictures representing nutrition, sleep, water, and exercise choices. Once you are back you will be deciding if your item belongs in the GO (green) hula hoop, SLOW (yellow) hula hoop or the NO (red) hula hoop. When all items are gone, re-check where you have placed each item. When each group is finished, you will check two other teams' hoops (gallery walk) to see if you agree with their choices to prepare a healthy athlete. They will correctly place each healthy choice (beanbag, picture, polyspot) in the corresponding category.(GO, SLOW,NO)

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Differentiation: (Multiple modes for student expression)	The activity can be done as an individual or with teacher assigned partners.
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Good Enough to Eat</i> by Lizzy Rockwell (Lexile range 390-490) <i>MyPlate and You</i> by Gillia M. Olson (Lexile range 390-590) <i>The Monster Health Book</i> by Edward Miller (Lexile range 390-490)	<i>The Animals Sleep: A Bedtime Book of Biomes</i> by Thomas M. Heffron (Lexile range 390-490) <i>I See the Animals Sleeping: A Bedtime Story</i> by Thomas M. Heffron (Lexile range 390-490)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/Work like an athletic coach: Healthy Habits	Teacher Resources:	https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyJLtizyAT4poCYDQ&ved=0CDUQsAQ (Images of Healthy habits for elementary students)
	Skills:	Identifying healthy habits and their benefits	Student Resources:	https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyJLtizyAT4poCYDQ&ved=0CDUQsAQ (Images of Healthy habits for elementary students)
	Assessment:	Students will list two healthy habits and the benefits of practicing healthy habits on a sticky note to be placed on healthy word wall.		
2.	Description:	Think/Work like an athletic coach: Decision Making	Teacher Resources:	
	Skills:	Identifying personal healthy habits	Student Resources:	
	Assessment:	Students will write a reflection on a decision they made surrounding a healthy choice and place the reflection on a word wall (Unit wall).		

Prior Knowledge and Experiences
The learning experiences build on a presumed student working knowledge of health and choices associated with living a healthy lifestyle. This unit will continue to introduce and develop understanding of healthy habits and the factors related to maintaining and building a healthy lifestyle, such as nutritious food choices, healthy brain habits, healthy sleep habits and water consumption.

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Learning Experience # 1		
The teacher may introduce the benefits of healthy habits so students can begin making connections between healthy choices and feeling better. (e.g. more energy, sleep better, more focus, feel better, look better, stronger bones, stronger muscles, better grades, stronger heart)		
Generalization Connection(s):	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits	
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.U9gEI4BdV6M (Healthy heart tag)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.U9gEI4BdV6M (Healthy heart tag)	
Assessment:	Students will play a tag game to reinforce the benefits of healthy habits. When tagged, the student freezes, and becomes unfrozen when they tell the teacher or a peer a health habit and benefit of being healthy.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use modified activities to demonstrate benefits of healthy habits (e.g. draw picture of two benefits of healthy habits)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have the students write the benefits on the Unit Word Wall http://www.vrml.k12.la.us/graphorgan/18strat/strat/brain/gifs/web.jpg (Example of word web wall)	Students may use a word web wall to illustrate the benefits of healthy habits
Critical Content:	<ul style="list-style-type: none"> • Food that fuels the body • Healthy Choices 	
Key Skills:	<ul style="list-style-type: none"> • Identify benefits of healthy habits/choices • Categorize the types of foods that will fuel the body 	
Critical Language:	Benefits, Healthy habits, Sleep, Water, Exercise, Nutrition	

Learning Experience # 2	
The teacher may introduce healthy food choices so students can begin to understand the types of food necessary for a balanced diet.	
Generalization Connection(s):	Knowledge of the body's fuel requirements during active and inactive times encourages student's reasoning, awareness, and critical thinking around food choices

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Teacher Resources:	Physical Best Activity Guide 6-11 Paperfood.pdf (Printable food pictures) Physical Best Activity Guide 6-05b Food (Printable food pictures) http://www.peuniverse.com/Videos/detail.cfm?post_id=133 (Healthy food frenzy game) http://www.peuniverse.com/Videos/detail.cfm?post_id=1690 (My plate nutrition and traverse climbing wall activity)	
Student Resources:	http://simplekids.net/make-your-own-backyard-obstacle-course/ (Backyard obstacle course) http://www.brainpop.com/health/nutrition/nutrition/ (Brain Pop movie about eating healthy)	
Assessment:	Students will play the healthy food frenzy game http://www.peuniverse.com/Videos/detail.cfm?post_id=133 and collect colored bean bags that represent healthy foods from each food group.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide T-chart for students to categorize food choices	Students may view pictures of foods and categorize the foods as healthy vs. unhealthy using a t-chart
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"> • Food that fuels the body • Healthy Choices 	
Key Skills:	<ul style="list-style-type: none"> • Identify healthy food choices to fuel the body 	
Critical Language:	Benefits, Healthy habits, Sleep, Water, Exercise, Nutrition, Fuel requirements, Active/inactive, Reasoning, Awareness, Critical thinking	

Learning Experience # 3	
The teacher may describe the role water plays as an essential nutrient so students can understand how water affects different physical functions (e.g. improves digestion, thinking, memory, etc.)	
Generalization Connection(s):	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits
Teacher Resources:	http://www.thephysicaleducator.com/blog/files/wellness-month.html (Blog post where school completed wellness month, one week was hydration week) http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg (Printable water intake log) http://www.95210.org/water (role of water, ways to drink more water) http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png (What is my Pee telling me Info graphic) http://www.95210.org/water (Role of water, intake log, ways to drink more water) http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png (What is my Pee telling me Info graphic)

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Student Resources:	http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png (What is my Pee telling Me Infographic) http://www.nasa.gov/audience/foreducators/trainlikeanastronaut/education/hydration-station.html (Hydration activity) http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg (Printable water intake log)	
Assessment:	Students will use a water intake log to record the amount of water they drink for one day. http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg (Printable water intake log)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students will use a water intake log to record the amount of water they drink for one week. http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg (Printable water intake log)
Critical Content:	<ul style="list-style-type: none"> • Water as an essential nutrient • Hydration • Water intake requirements 	
Key Skills:	<ul style="list-style-type: none"> • Describe the role of water as an essential nutrient for the body and brain • Cause and effect of water intake on the brain 	
Critical Language:	Water intake, H ₂ O, Hydration, Essential, Nutrient, Fatigue, Brain function, Memory	

Learning Experience # 4	
The teacher may introduce fuel requirements (i.e. food intake) during activity and inactivity so students can distinguish different kinds of fuel required for various activity levels.	
Generalization Connection(s):	Knowledge of the body's fuel requirements during active and inactive times encourages students reasoning, awareness, and critical thinking around food choices.
Teacher Resources:	www.togethercounts.com/at-school/lesson-plans/physical-activity-and-energy-0 (Lesson plans for physical activities)
Student Resources:	http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html (Computer game as home resource from My Plate)
Assessment:	Students will participate in multiple activity stations and record the necessary fuel requirement needed (low, medium, or high) for each activity. (e.g. cup stacking station student would record low {L} fuel requirement, shooting baskets student would record medium {M} fuel requirement, and soccer student would record high {H} fuel requirement.)

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assign partners, may color code stations to align with fuel requirements (e.g. cup stacking station, low fuel requirement would have red cone, medium fuel requirement station would have yellow cone)	Students may work with a partner to determine the fuel requirement needed for each activity
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"> • Fuel requirement • Energy level 	
Key Skills:	<ul style="list-style-type: none"> • Explain the fuel requirements of the body during physical activity and inactivity • Identify healthy food choices to fuel the body 	
Critical Language:	Fuel, Nutrition, Active, Inactive, Requirements, Energy	

Learning Experience # 5		
The teacher may examine healthy sleep habits so students can begin to make connections between sleep habits and daily health effects.		
Generalization Connection(s):	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits	
Teacher Resources:	http://school.sleepeducation.com/K-2.aspx (Classroom teacher resource) http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1476 (Bulletin board sample picture) http://www.pecentral.org/lessonideas/SleepRecipeBUlletinBoard.pdf (Bulletin Board sample) http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1744 (It all adds up to a healthier you bulletin board)	
Student Resources:	http://www.sleepforkids.org (Resource of sleep information) http://www.pinterest.com/pin/446841594250393938/ (Sleep requirement chart)	
Assessment:	Students will chart their level of physical activity for one week and record the number of hours of sleep they had during the previous night. Students will evaluate how the amount of sleep impacted their level of activity each day. http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf (Three column chart)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may discuss one on one with the teacher the effects their level of sleep had on their physical activity (e.g. more energy, better focus, less crying, less fatigue)

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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"> • Proper amount of sleep 	
Key Skills:	<ul style="list-style-type: none"> • Determine the proper amount of sleep to get every night 	
Critical Language:	Sleep, Deprivation, Healthy habits	

Learning Experience # 6		
The teacher may introduce brain-based exercises so students can begin to discover practices that help make a healthy brain.		
Generalization Connection(s):	Identification of healthy brain habit facilitates the application of learned ideas and concepts	
Teacher Resources:	http://www.peuniverse.com/videos/detail.cfm?post_id=220#comments (Clothes pin tag with healthy brain adaptations read comments on link)	
Student Resources:	http://www.funbrain.com/kidscenter.html (Fun brain games for kids)	
Assessment:	Students may draw a picture on a sticky note, and place the sticky note on color coordinated poster paper to represent healthy brain habits	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide color coded poster paper representing each category of brain health. (i.e blue marker=drinks water, red sticky note=exercise 60 minutes/day)	Students may work with a partner to draw a picture on a sticky note, and place the sticky note on color coordinated poster paper to represent healthy brain habits
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide think-pair-share time so students may predict what consequences would result from not practicing one of the healthy brain habits.	N/A
Critical Content:	<ul style="list-style-type: none"> • Brain Health 	
Key Skills:	<ul style="list-style-type: none"> • Identify methods to keep the brain healthy and ready to learn • Identify brain-healthy foods • Describe the role of water as an essential nutrient for the body and brain 	
Critical Language:	Brain, Essentials, Healthy food, Exercise, Sleep, Water intake, Methods	

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Learning Experience # 7		
The teacher may review healthy habit concepts so students can assess the inventory of healthy habits incorporated into their life.		
Generalization Connection(s):	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits	
Teacher Resources:	https://docs.google.com/document/d/1Ws2kCgVVZUmEhCIOPD3yu59f71Y2mbIL3h71cEu2yXM/edit?pli=1 (Healthy Habits Triathlon Challenges) https://docs.google.com/document/d/1GYVpP7e0d2SG5oiWmJLUqy4UZbpzsb8oRO6HFeNqSI/edit?pli=1 (Healthy Habits Triathlon Instruction - running track “triathlon” so that students may comprehend how consequences of healthy choices make them look and feel)	
Student Resources:	https://docs.google.com/document/d/1GYVpP7e0d2SG5oiWmJLUqy4UZbpzsb8oRO6HFeNqSI/edit?pli=1 (Healthy Triathlon Instruction - running track “triathlon” so that students may comprehend how consequences of healthy choices make them look and feel)	
Assessment:	The teacher may provide reflection time after the Healthy habits triathlon (see teacher resources) for think-pair-share for the following questions: <ul style="list-style-type: none"> • How did the healthy choices make you feel? • How did the unhealthy choices make you feel? • How can you connect how you felt to your daily habits? (e.g. students discuss with partner how healthy choices made their activity faster, easier, more fun, how unhealthy choices made their activities more difficult, and slower) 	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may assign partners for think-pair-share	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may develop one personal goal to improve a health-related habit and share with the class
Critical Content:	<ul style="list-style-type: none"> • Healthy Habits • Food Choices • Activity/Inactive • Sleep • Water Intake 	
Key Skills:	<ul style="list-style-type: none"> • Identify benefits of healthy habits • Identify healthy habits • Identify healthy food choices to fuel the body • Describe the role of water as an essential nutrient for the body and brain 	

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	<ul style="list-style-type: none">• Cause and effect of water intake on the brain• Explain the fuel requirements of the body during physical activity and inactivity• Determine the proper amount of sleep to get every night• Identify methods to keep the brain healthy and ready to learn
Critical Language:	Healthy habits, Consequences, Goal setting, Application, Food, Water intake, Exercise, Sleep