

Figure 1.3
3-Page Nutrition Example

Stage 1—Identify Desired Results

Established Goals:

- Standard 6—Students will understand essential concepts about nutrition and diet.** **G**
- 6a—Students will use an understanding of nutrition to plan appropriate diets for themselves and others.*
 - 6c—Students will understand their own individual eating patterns and ways in which those patterns may be improved.*

What essential questions will be considered?

- What is healthful eating?
- Are you a healthful eater? How would you know?
- How could a healthy diet for one person be unhealthy for another?
- Why are there so many health problems in the United States caused by poor nutrition despite all the available information?

What understandings are desired?

- Students will understand that . . .**
- A balanced diet contributes to physical and mental health.
 - The USDA food pyramid presents *relative* guidelines for nutrition.
 - Dietary requirements vary for individuals based on age, activity level, weight, and overall health.
 - Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits.

What key knowledge and skills will students acquire as a result of this unit?

Students will know . . .

- Key terms—protein, fat, calorie, carbohydrate, cholesterol.
- Types of foods in each food group and their nutritional values.
- The USDA food pyramid guidelines.
- Variables influencing nutritional needs.
- General health problems caused by poor nutrition.

Students will be able to . . .

- Read and interpret nutrition information on food labels.
- Analyze diets for nutritional value.
- Plan balanced diets for themselves and others.

Figure 1.3 (continued)

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Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

T

You Are What You Eat—Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. They offer younger students ideas for breaking bad eating habits.

Chow Down—Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA food pyramid recommendations, yet it is tasty enough for the students). They include at least one modification for a specific dietary condition (diabetic or vegetarian) or religious consideration.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

OE

(e.g., tests, quizzes, prompts, work samples, observations)

Quiz—The food groups and the USDA food pyramid

Prompt—Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Skill Check—Interpret nutritional information on food labels.

Student Self-Assessment and Reflection:

SA

1. Self-assess the brochure, *You Are What You Eat*.
2. Self-assess the camp menu, *Chow Down*.
3. Reflect on the extent to which you eat healthfully at the end of unit (compared with the beginning).

Figure 1.3 (continued)
3-Page Nutrition Example

Stage 3—Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERETO elements.

1. Begin with an entry question (Can the foods you eat cause zits?) to hook students into considering the effects of nutrition on their lives. **H**
2. Introduce the Essential Questions and discuss the culminating unit performance tasks (Chow Down and Eating Action Plan). **W**
3. Note: Key vocabulary terms are introduced as needed by the various learning activities and performance tasks. Students read and discuss relevant selections from the Health textbook to support the learning activities and tasks. As an ongoing activity, students keep a chart of their daily eating and drinking for later review and evaluation. **E**
4. Present concept attainment lesson on the food groups. Then have students practice categorizing pictures of foods accordingly. **E**
5. Introduce the Food Pyramid and identify foods in each group. Students work in groups to develop a poster of the Food Pyramid containing cut-out pictures of foods in each group. Display the posters in the classroom or hallway. **E**
6. Give quiz on the food groups and Food Pyramid (matching format). **E**
7. Review and discuss the nutrition brochure from the USDA. Discussion question: Must everyone follow the same diet to be healthy? **R**
8. Working in cooperative groups, students analyze a hypothetical family's diet (deliberately unbalanced) and make recommendations for improved nutrition. Teacher observes and coaches students as they work. **E-2**
9. Have groups share their diet analyses and discuss as a class. **E, E-2** (Note: Teacher collects and reviews the diet analyses to look for misunderstandings needing instructional attention.)
10. Each student designs an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living and the problems associated with poor eating. This activity is completed outside of class. **E, T**
11. Students exchange brochures with members of their group for a peer assessment based on a criteria list. Allow students to make revisions based on feedback. **R, E-2**
12. Show and discuss the video, "Nutrition and You." Discuss the health problems linked to poor eating. **E**
13. Students listen to, and question, a guest speaker (nutritionist from the local hospital) about health problems caused by poor nutrition. **E**
14. Students respond to written prompt: Describe two health problems that could arise as a result of poor nutrition and explain what changes in eating could help to avoid them. (These are collected and graded by teacher.) **E-2**
15. Teacher models how to read and interpret food label information on nutritional values. Then have students practice using donated boxes, cans, and bottles (empty!). **E**
16. Students work independently to develop the three-day camp menu. Evaluate and give feedback on the camp menu project. Students self- and peer-assess their projects using rubrics. **E-2, T**
17. At the conclusion of the unit, students review their completed daily eating chart and self-assess the healthfulness of their eating. Have they noticed changes? Improvements? Do they notice changes in how they feel and their appearance? **E-2**
18. Students develop a personal "eating action plan" for healthful eating. These are saved and presented at upcoming student-involved parent conferences. **E-2, T**
19. Conclude the unit with student self-evaluation regarding their personal eating habits. Have each student develop a personal action plan for their "healthful eating" goal. **E-2, T**