

Unit Title: Healthy Bodies

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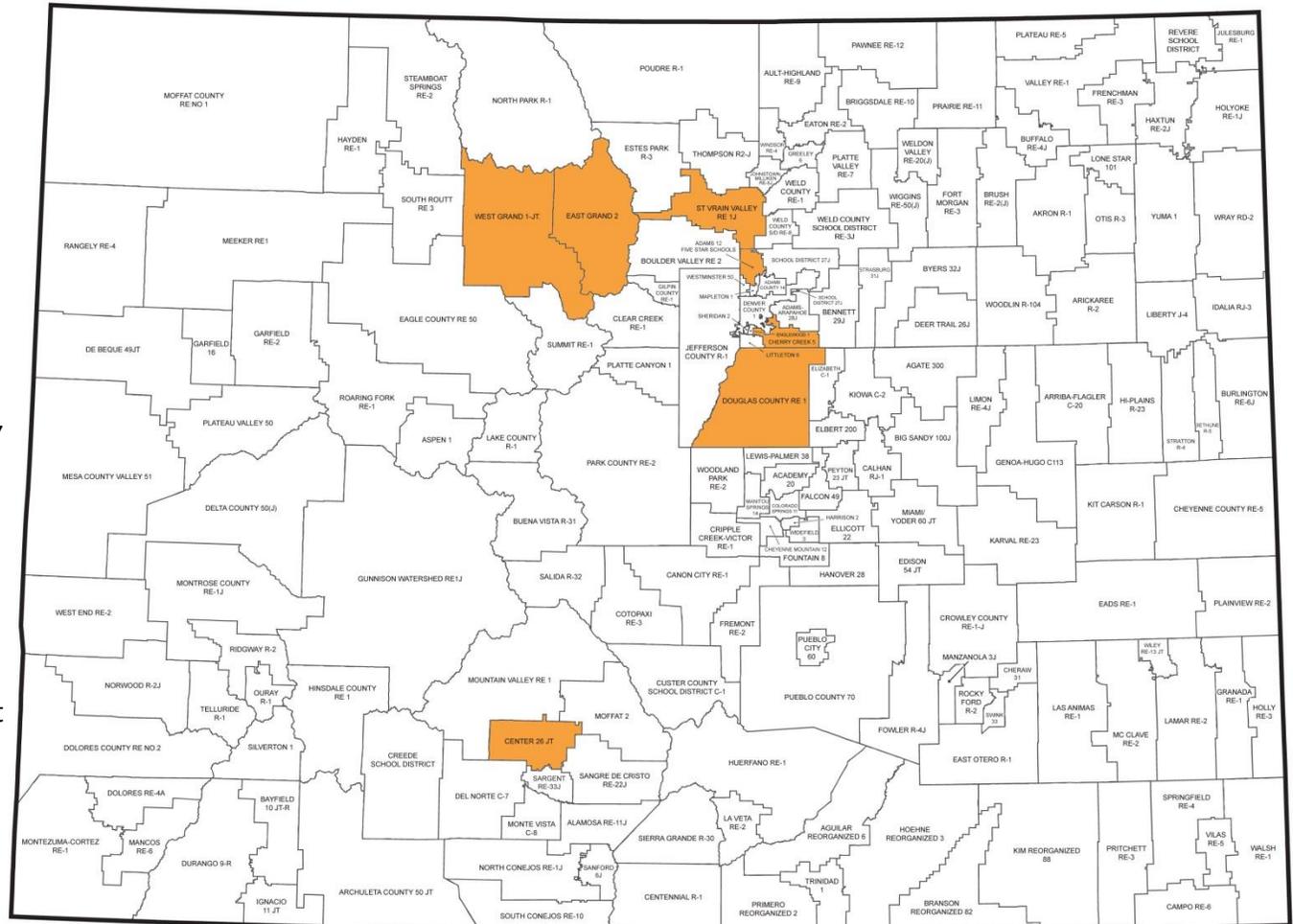
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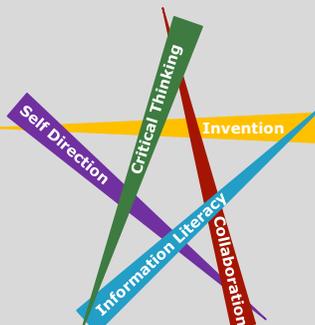
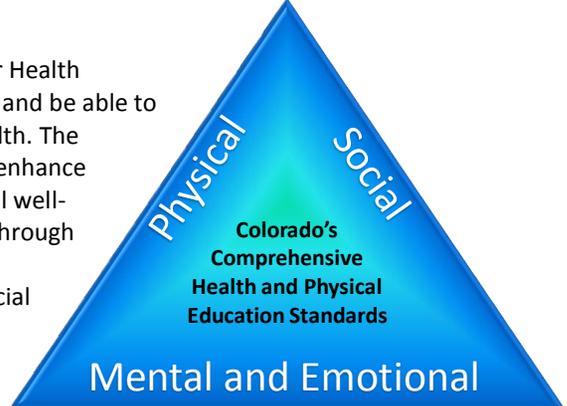
Jamie Hurley



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	6 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Access valid and reliable information, products, and services to enhance healthy eating behaviors	CH09-GR.6-S.2-GLE.1	
	2. Access valid and reliable information regarding qualities of healthy family and peer relationships	CH09-GR.6-S.2-GLE.2	
	3. Comprehend the relationship between feelings and actions	CH09-GR.6-S.2-GLE.3	
	4. Analyze how positive health behaviors can benefit people throughout their life span	CH09-GR.6-S.2-GLE.4	
3. Emotional and Social Wellness	1. Understand how to be mentally and emotionally healthy	CH09-GR.6-S.3-GLE.1	
4. Prevention and Risk Management	1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco	CH09-GR.6-S.4-GLE.1	
	2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs	CH09-GR.6-S.4-GLE.2	
	3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention	CH09-GR.6-S.4-GLE.3	
	4. Demonstrate ways to advocate for safety, and prevent unintentional injuries	CH09-GR.6-S.4-GLE.4	

<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
Healthy Bodies	2 weeks	2

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Unit Title	Healthy Bodies		Length of Unit	2 weeks
Focusing Lens(es)	Balance	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S.2-GLE.1, CH09-GR.6-S.2-GLE.4 CH09-GR.6-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What motivates kids to adopt and maintain a balanced healthy lifestyle? (CH09-GR.6-S.2-GLE.4-EO.b, c) • If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity? (CH09-GR.6-S.2-GLE.1-EO.a,b;IQ.1,2) • How does posting nutritional information on products and in restaurants change behavior? (CH09-GR.6-S.2-GLE.1-EO.c;IQ.3) • How does personal responsibility and access to reliable information impact vision, hearing and skin health? (CH09-GR.6-S.2-GLE.4-EO.c,d;RA.2) 			
Unit Strands	Physical and Personal Wellness Emotional and Social Wellness			
Concepts	Decision making, Culture, Emotions, Exercise, Consequences, Valid Resources, Influences, Safety, Balance, Media			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle. (CH09-GR.6-S.2-GLE.1-EO.a)	How do you differentiate between valid and non-valid resources about nutrition, exercise and safety? (CH09-GR.6-S.2-GLE.1-EO.a,b,c)	Whose responsibility is it to make sure valid information is distributed to consumers? (CH09-GR.6-S.2-GLE.1-EO.a,b,c)
Contemporary media may provide inaccurate nutritional information regarding food and eating habits. (CH09-GR.6-S.2-GLE.1-EO.a,b)and (CH09-GR.6-S.2-GLE.4-EO.a,b)	What are the advertising strategies that are used to influence nutrition decision? (CH09-GR.6-S.2-GLE1-EO.a,b)	How have current health trends been impacted by the media? How are cultural norms influenced?
Emotions and reactions to emotions can impact nutrition/exercise decisions which lead to short and long term health consequences. (CH09-GR.6- S.2-GLE.1-EO.a,b)and (CH09-GR.6- S.2-GLE.4-EO.a,b)	What are the short and long term consequences of a sedentary lifestyle?	How are exercise and nutrition influenced by emotions? (CH09-GR.6- S.3-GLE.1-EO.a)
Positive personal hygiene practices increase a person’s confidence, promote health and help maintain social relationships. (CH09-GR.6-S.2-GLE.4-EO.d;RA.1)	What are some norms in the United States that are centered on personal hygiene? (CH09-GR.6-S.2-GLE.4-EO.d)	In regards to hygiene and safety, how are cultural norms beneficial or detrimental? (CH09-GR.6-S.2-GLE.4-EO.c, d)

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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 difference between accurate and inaccurate sources of nutrition information. (CH09-GR.6-S.2-GLE.1-EO.a,c) (ex: nutrition labels) • The components in a nutrition label. (CH09-GR.6- S.2-GLE.1-EO.b) (ex: serving size) • The national guidelines for balanced nutrition and physical activity. (CH09-GR.6-S.2-GLE.4-EO.a) (ex; myplate.gov) • The short and long-term benefits and consequences of healthy eating and physical activity. (CH09-GR.6-S.2-GLE.4-EO.b) (ex: heart disease) • The interconnectedness of physical, mental, social, emotional and spiritual health. (CH09-GR.6-S.3-GLE.1-EO.a) (ex: health triangle) • Personal strategies for sun damage prevention as well as hearing and vision damage. (CH09-GR.6-S.2-GLE.4-EO.c;RA.2) (ex: wearing sun screen) • The benefits of good hygiene practices (CH09-GR.6-S.2-GLE.4-EO.d) (ex: cleanliness) 	<ul style="list-style-type: none"> • Use understanding of nutrition information to make informed eating decisions. (CH09-GR.6-S.2-GLE.1-EO.a) • Evaluate the nutrition information on food labels to compare products. (CH09-GR.6-S.2-GLE.1-EO.b) • Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating. (CH09-GR.6-S.2-GLE.1-EO.c) • Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences. (CH09-GR.6- S.2-GLE.1-EO.d,e;RA.1) • Analyze strategies for reducing sun, hearing and vision damage. (CH09-GR.6- S.2-GLE.4-EO.c;RA.2) • Practice good personal hygiene. (CH09-GR.6- S.2-GLE.4-EO.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.”	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will take responsibility for my health and wellness by being able to access valid resources and analyze factors that influence my decision-making regarding nutrition, exercise and personal safety.</i>
Academic Vocabulary:	Media, Culture, Influences, Valid and Reliable Information, Consequences, Benefits, Decision-making, Safety, Risks, Balance
Technical Vocabulary:	Nutrition, Nutrients, Obesity, Hygiene, Dietary Guidelines, Heart Disease, Diabetes, Physical Activity, Web Literacy

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Unit Description:	This unit examines healthy bodies through the lens of physical health by building skills such as accessing reliable information and positive decision making to improve nutrition, physical activity, safety, and hygiene. These positive decisions may also impact emotions, reactions, confidence, and social relationships. Students will also look at the short and long term health consequences of positive nutrition and physical activity decisions. The unit culminates with a performance assessment that has students create a web page that advocates for a balanced lifestyle to be posted on a “Middle School Wellness Website”.
Considerations:	Students should have a working knowledge of decision making, basic concepts of safety, hygiene, and nutrition concepts. Teachers considerations include: <ul style="list-style-type: none"> • If a teacher is not comfortable with developing website for performance assessment, alternatives could include posters, brochures, banners, etc. • Evaluate time constraints with students, class size and available technology.
Unit Generalizations	
Key Generalization:	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle
Supporting Generalizations:	Contemporary media may provide inaccurate nutritional information regarding food and eating habits
	Emotions and reactions to emotions can impact nutrition/exercise decisions which lead to short and long term health consequences
	Positive personal hygiene practices increase a person’s confidence, promote health and help maintain social relationships

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your group of peers are youth health experts who are developing a “Middle School Physical Wellness Website”. Each team will become “Webmasters” to design a webpage on one of the components of physical wellness to be added to the “Middle School Physical Wellness Website”. (e.g. nutrition, safety, exercise, and personal hygiene). Your group will provide a visual presentation of your physical wellness page to your peers and/or key stakeholders. (e.g. school nurse, counselor, PE teachers, parents, etc.)
Product/Evidence: (Expected product from students)	Students will work in teams as youth health experts to create an informational wellness web page outlining the critical elements of their wellness component. Critical elements of each component will include: <ul style="list-style-type: none"> • “Who” (target audience of web site), • “What” (definition of their component), • “Why” (reasons youth would practice this healthy component) • “How” (what this would look like in a middle school student’s life). The web page must include a minimum of two valid resources. http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2547600& (Webpage design rubric) http://www.freewebtemplates.com/website-templates/ (Examples of web page template)
Differentiation: (Multiple modes for student expression)	Students may:

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- Individually develop webpage
- Use webpage template
- Present verbally, one-on-one presentation to teacher

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 range 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 range 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 range 800 – 1000)</p> <p><i>Thin</i> by Grace Bowman (Lexile range 735-1065)</p> <p><i>Food and Nutrition: Eating to Win</i> by Emily Sohn and Diane Bair (Lexile band 740)</p> <p><i>Sports Nutrition for Teen Athletes</i> by Dana Meachen Rau (Lexile band 910)</p> <p><i>Looking at Labels: The Inside Story</i> by Slim Goodbody and John Burstein (Lexile band 840)</p> <p><i>Eating Disorders</i> by Jane Bingham (Lexile band 1000)</p> <p><i>Eating Disorders</i> by Trudi Strain Trueit (Lexile band 1070)</p> <p><i>The Hidden Story of Eating Disorders</i> by Sarah Leveté (Lexile band 1180)</p> <p><i>The Care and Keeping of You: The Body Book for Girls</i> by Valorie Schaefer (Lexile band 880)</p> <p><i>Practice Good Hygiene!</i> by Marisco Katie (Lexile band 690)</p>	<p><i>Wintergirls</i>-Laurie Halse Anderson (Lexile band 1065)</p> <p><i>Fat Kid Rules the World</i>-K.L. Going (Lexile range 665-1000)</p> <p><i>The List</i>- Siobhan Vivian (Lexile band 750)</p> <p><i>Dough Boy</i> by Peter Merino (Lexile band 820)</p> <p><i>My Big Fat Secret</i> by Lynn R. Schetcher (Lexile band 830)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a youth health expert to incorporate the steps of decision making	Teacher Resources:	http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf (5 Step Decision Making Model) https://www.teacherspayteachers.com/Product/Writing-Journal-Template-and-Journal-Topic-Ideas-for-Kids-with-Autism-294574 (Decision making journal) https://www.teachervision.com/tv/printables/Blank_Journal.pdf (Journal paper)
			Student Resources:	http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf (5 Step Decision Making Model) https://www.teacherspayteachers.com/Product/Writing-Journal-Template-and-Journal-Topic-Ideas-for-Kids-with-Autism-294574 (Decision making journal) https://www.teachervision.com/tv/printables/Blank_Journal.pdf (Journal paper)

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Skills:	Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences Access people or sources of accurate information and reliable advice regarding healthy eating	Assessment:	Students will write a daily journal entry reflecting on a decision they made since their last entry.
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Prior Knowledge and Experiences

The individual learning experiences build upon a presumed student working knowledge of concepts of the 5 Step Decision Making Model. These decision making skills are necessary in every learning experience with each component of Physical Health. However, every student has had different experiences around physical, emotional, and social wellness.

Learning Experience # 1		
The teacher may introduce the components of wellness (e.g. physical, social, and mental/emotional), so students can begin to evaluate their personal lifestyles.		
Generalization Connection(s):	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle	
Teacher Resources:	https://www.youtube.com/watch?v=ZRsd1HXsK_c (YouTube video explaining the three components of wellness) http://www.livestrong.com/article/42697-health-triangle/ (Health Triangle Facts) http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Graphic Organizer Template)	
Student Resources:	http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Graphic Organizer Templates) http://hcms-resources.wikispaces.com/Thinking+Maps (Sample thinking maps) https://www.mindmup.com/#m:new (Online graphic organizer creator)	
Assessment:	Students will create a personal wellness web that reflects their current level of health for their physical, emotional and social health. https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf Word Web organizer)	
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 teachers may assign class partners The teacher may give an example of a completed web	Students may work with a partner Students may review an example of a completed web
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a compare and contrast template	Students may compare and contrast their level of wellness to that of a professional role model Students may create a brochure about health and wellness

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Critical Content:	<ul style="list-style-type: none"> The interconnectedness of physical, mental, social, emotional and spiritual health
Key Skills:	<ul style="list-style-type: none"> Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences
Critical Language:	Media, Culture, Influences, Valid and Reliable Information, Consequences, Benefits, Decision-making, Safety, Balance, Nutrition, Obesity, Hygiene, Physical Activity

Learning Experience # 2		
The teacher may guide students through a sequence of steps to access a variety of reliable resources so students can compare and contrast between reliable and unreliable information (e.g. contemporary media, websites, articles, community resources, advertisements, etc.) that support decisions about nutrition, exercise and safety.		
Generalization Connection(s):	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle Contemporary media may provide inaccurate nutritional information regarding food and eating habits	
Teacher Resources:	http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/3-web-sites-to-validate/ (Information literacy, website literacy) www.mcduffie.k12.ga.us (Steps to finding credible resources) http://www.nami.org (Credible resources) www.mcduffie.k12.ga.us (Steps to finding credible resources) http://teenmentalhealth.org/resources/ (Valid internet resource) http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Accessing-Information.pdf (Accessing information lesson plans with handouts)	
Student Resources:	http://mason.gmu.edu (Steps to find credible resources) www.mcduffie.k12.ga.us (Steps to find credible resources) http://teenmentalhealth.org/resources/ (Valid internet resource)	
Assessment:	Students will chose one of the components of physical health on which to document multiple informational resources. The students must then defend the reliability and validity of each resource.	
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 an example of a reliable/valid resource The teacher may assign class partners	Students may use one example of reliable/valid resources Students may work with a partner to evaluate reliable/valid resources
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a guideline describing steps for finding a valid resource
Critical Content:	<ul style="list-style-type: none"> The difference between accurate and inaccurate sources of nutrition information 	

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Key Skills:	<ul style="list-style-type: none"> Evaluate the nutrition information on food labels to compare products Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating
Critical Language:	Media, Influences, Valid and Reliable Information, Web Literacy, Safety, Nutrition, Physical Activity

Learning Experience # 3

The teacher may introduce a food/physical activity log (e.g. MyPlate.gov super tracker) so students can make informed decisions regarding nutrition and exercise.

Generalization Connection(s):	Emotions and reactions to emotions can impact nutrition/exercise decisions which lead to short and long term health consequences	
Teacher Resources:	https://www.supertracker.usda.gov/default.aspx (My Plate Super Tracker) http://www.choosemyplate.gov/ (My Plate Home Page) http://www.weareteachers.com/hot-topics/topics-in-education/free-classroom-poster-understanding-a-nutrition-label?utm_source=Social&utm_medium=PIN&utm_campaign=G-W_Poster (Nutrition label reading poster) http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm079449.htm (Key to choosing healthful foods using food labels) https://sites.google.com/site/thebesthealthlessons/home/click-here-for-pictures-of-my-class-projects (Health lesson plans for middle school and high school) http://www.teach-nology.com/teachers/lesson_plans/health/labels68.html (Reading the label) https://www.youtube.com/watch?v=j_wLlxOVgAE (Fit to learn Boosting Learning with physical activity) http://www.eatright.org/ (Eat Right Academy of Nutrition and Dietetics) http://www.nutrition.gov/life-stages/adolescents/tweens-and-teens (Nutritional video about eating breakfast) http://www.healthychildren.org/English/ages-stages/teen/nutrition/pages/A-Teenagers-Nutritional-Needs.aspx (Teens’ nutritional needs) http://www.livestrong.com/article/498384-how-eating-habits-affect-your-health/ (How Eating Habits Affect Your Health) http://kidshealth.org/teen/your_mind/emotions/emotional_eating.html (Emotional eating) http://www.helpguide.org/articles/diet-weight-loss/emotional-eating.htm (Emotional eating help) http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Module_HE.pdf (Healthy eating curriculum) https://www.american.edu/cas/seth/cvhealth/upload/TN_CVH_LessonsFinal.pdf (Food, nutrition, and physical activity curriculum for middle school)	
Student Resources:	https://www.supertracker.usda.gov/default.aspx (My Plate Super Tracker) http://www.choosemyplate.gov/ (My Plate Home Page) https://www.myfitnesspal.com/ (Free app or website to log eating and fitness) https://www.loseit.com/ (Free app or website to log eating and fitness with group challenges) http://www.epicsite.org/healthfoodfrenzy/index.html (Teaches lower level students about healthy eating and has games)	
Assessment:	Students will write a paragraph reflecting their data, decisions, emotions and reactions with regard to nutrition and physical activity.	
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.)	Teacher may allow student to present verbally	Students may present their data verbally
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide opportunity for students to research mental health wellness with nutrition and physical activity	Students may research mental health wellness with healthy nutrition and physical activity and present to class
Critical Content:	<ul style="list-style-type: none"> • The components in a nutrition label • The national guidelines for balanced nutrition and physical activity • The short and long-term benefits and consequences of healthy eating and physical activity 	
Key Skills:	<ul style="list-style-type: none"> • Use understanding of nutrition information to make informed eating decisions • Evaluate the nutrition information on food labels to compare products • Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences 	
Critical Language:	Consequences, Benefits, Decision-making, Balance, Nutrition, Nutrients, Obesity, Dietary Guidelines, Heart Disease, Diabetes, Physical Activity	

Learning Experience # 4		
The teacher may show images/videos of consequences of taking risks surrounding sun, hearing, and vision safety so students can develop personal strategies to reduce risks of damage.		
Generalization Connection(s):	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle	
Teacher Resources:	https://www.youtube.com/watch?v=4jgUcxMezM (Dear 16 year old self, skin cancer info) https://www.youtube.com/watch?v=7OacRCJaH7U (Hearing loss from use of earbuds) https://www.youtube.com/watch?v=BnS-FS3UeIQ (Protecting eyes from sun damage) https://www.youtube.com/watch?v=o9BqrSAHbTc (How the sun sees you, UV light) http://www.rcampus.com/rubricshowc.cfm?code=L763C8&sp=yes (Music video rubric) http://iwitness.usc.edu/SFI/Data/ActivityData/155/Guidelines%20for%20Making%20Video%20Projects.pdf (Music video guidelines) http://wpsd.net/blogs/kasner/files/2013/08/Music-Video-POWERPOINT.pdf (PowerPoint music video guidelines and rubric) http://www.readwritethink.org/files/resources/printouts/Podcasts.pdf (Guide on creating a podcast) http://mcallenisd.fossum.schoolfusion.us/modules/groups/homepagefiles/cms/121422/File/Podcasting_2Day_Workshop/Rubrics/podcastrubricElem.pdf?sessionid=008c04aac62388cbaa3acad6ee22430c (Podcast rubric) http://www.rock-your-world.org/website/PSAs/PSA%20Task%20Sheet%20and%20Project%20Rubric.pdf (Public Service Announcement guide and rubric) http://rubistar.4teachers.org/index.php?screen=NewRubric (Create your own rubric) http://www.epa.gov/air/noise/ochp_noise_middleschool_book.pdf (Activities for hearing safety) https://www.noisyplanet.nidcd.nih.gov/Pages/Default.aspx (Protecting tweens hearing activities and information) https://nei.nih.gov/kids (Eye safety video and activities)	

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	http://www.educationworld.com/a_lesson/lesson078.shtml (Eye safety activities) http://cancer.dartmouth.edu/melanoma_skin/sunsafer_middle_school_years.html (Middle school sun safety lessons) http://school.sunsafecolorado.org/gr/gr_middle.aspx (Sun safety activities and information) https://www.youtube.com/watch?v=BuhKqo00swU (sun safety music video example of assessment) https://goo.gl/AvEDED (Hygiene music video example of assessment)	
Student Resources:	https://www.youtube.com/watch?v=7OacRCJaH7U (Hearing loss from use of earbuds)	
Assessment:	Students will create a “safety prevention” visual (e.g. Public Service Announcement (PSA), poster, podcast, music video, etc.) to demonstrate proper safety techniques sun, vision, and/or hearing.	
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)
	Teacher may assign a class partner Teacher may provide a safety prevention visual	Students may work with partners to create the visual Students may view a safety prevention visual
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunity for students to present their Public Service Announcement (PSA)	Students may present a PSA to a target audience (e.g., 5 th graders)
Critical Content:	<ul style="list-style-type: none"> Personal strategies for sun damage prevention as well as hearing and vision damage 	
Key Skills:	<ul style="list-style-type: none"> Analyze strategies for reducing sun, hearing and vision damage 	
Critical Language:	Influences, Consequences, Benefits, Decision-making, Safety, Risks, Balance	

Learning Experience # 5	
The teacher may review the importance of personal hygiene so students can continue to develop positive physical and social well-being.	
Generalization Connection(s):	Positive personal hygiene practices increase a person’s confidence, promote health and help maintain social relationships
Teacher Resources:	http://rubistar.4teachers.org/index.php?screen=NewRubric (Create your own rubric) http://www.readwritethink.org/files/resources/lesson_images/lesson195/comic-strip-rubric.pdf (Example rubric for comic strips) http://fhs.fms.k12.nm.us/teachers/jboushee/04B16A32-00757F35.3/Comic%20Life%20Grading%20Rubric.pdf (Example rubric for comic strips)
Student Resources:	http://www.deseretnews.com/article/865569512/No-teeth-means-no-job-How-poor-oral-health-impacts-job-prospects.html?pg=all (No teeth means no job) http://jimmythejock.hubpages.com/hub/How-to-tell-a-friend-they-have-BO (How to tell a friend they have body odor) http://www.pixton.com/home (Comic Strip Generator)

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	http://www.readwritethink.org/files/resources/interactives/comic/ (Make a comic trip website)	
Assessment:	Students will work in a group to create a media presentation (e.g. music video, dance, comic strip) to illustrate/demonstrate the benefits of good hygiene practices.	
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 assign class partners The teacher may provide opportunity for presentation one on one The teacher may assign specific roles for production	Students may be assigned a partner Students may present to teacher one on one Students may be assigned a specific role for production
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present to younger students Students may post video on social media
Critical Content:	<ul style="list-style-type: none"> The benefits of good hygiene practices 	
Key Skills:	<ul style="list-style-type: none"> Practice good personal hygiene 	
Critical Language:	Hygiene, Consequences, Decision Making	

Learning Experience # 6		
The teacher may introduce examples of webpage designs so students can begin to understand important aspects of developing a webpage.		
Generalization Connection(s):	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle	
Teacher Resources:	http://www.freetech4teachers.com/2011/02/10-ways-for-teachers-and-students-to.html#.VY2E3e1Viko (Ten Ways for Teachers and Students to Create Websites) https://education.weebly.com/ (How to create a free Weebly website for your students) http://www.scholastic.com/teachers/top-teaching/2013/06/create-impressive-class-website-under-hour (Create a class website in under one hour) http://hc.weebly.com/hc/en-us/sections/200354313-Beginner-s-Guide-to-Weebly (Beginner guide to Weebly) http://wefed.weebly.com/student-sites.html (Sample Student created websites on Weebly) http://www.mccormick.northwestern.edu/marketing/web-resources/student-site-google-template.html#mccormick (Creating a student website with google sites) https://support.google.com/sites/answer/4417369?hl=en&ref_topic=23216&rd=1 (Google sites instructions) http://www.educatorstechnology.com/2013/01/teachers-guide-on-use-of-google-sites.html (Teacher’s guide on the use of Google Sites in the classroom) http://www.henry.k12.ga.us/techservices/Webmaster%20Documents/School%20Web%20Page%20Evaluation%20Rubric.pdf (Website evaluation rubric example)	

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	http://www.schoollibrarymonthly.com/articles/Okemura2008-v25n3p47.html (Note taking for websites and website evaluation checklist)	
Student Resources:	N/A	
Assessment:	Students will work in pairs to complete a web page evaluation/rubric in order to identify the aspects of a webpage.	
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 assign class partner The teacher may modify web page evaluation	Students may partner with another students Students may use a modified evaluation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may work with students to post on appropriate sites	Students may work with the teacher to become a “Web Master” to facilitate a team or group to develop a web page
Critical Content:	<ul style="list-style-type: none"> • The difference between accurate and inaccurate sources of nutrition information • The components in a nutrition label • The national guidelines for balanced nutrition and physical activity • The short and long-term benefits and consequences of healthy eating and physical activity • The interconnectedness of physical, mental, social, emotional and spiritual health • Personal strategies for sun damage prevention as well as hearing and vision damage • The benefits of good hygiene practices 	
Key Skills:	<ul style="list-style-type: none"> • Use understanding of nutrition information to make informed eating decisions • Evaluate the nutrition information on food labels to compare products • Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating • Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences • Analyze strategies for reducing sun, hearing and vision damage • Practice good personal hygiene 	
Critical Language:	Media, Culture, Influences, Valid and Reliable Information, Consequences, Benefits, Decision-making, Safety, Risks, Balance, Nutrition, Nutrients, Obesity, Hygiene, Dietary Guidelines, Heart Disease, Diabetes, Physical Activity, Web Literacy	

Learning Experience # 7		
The teacher may provide examples of peer evaluations so students can begin to understand the importance of providing positive peer critiques.		
Generalization Connection(s):	The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle	
Teacher Resources:	http://help.education.weebly.com/ (Weebly educator help menu)	

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Student Resources:	http://www.lapresenter.com/CoopEvalPacket.pdf (Example of a peer evaluation rubric)	
Assessment:	Students will begin to build their specific component of physical health webpage for their final performance assessment. Peer groups will use a rubric to review and provide feedback of other teams' webpages.	
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 assign class partner The teacher may provide a web page template	Students may be assigned a partner Students may use a web page template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may work with students to post web pages on appropriate sites	Students may work with teach to become a "Web Master" to post web pages on social media
Critical Content:	<ul style="list-style-type: none"> • The difference between accurate and inaccurate sources of nutrition information • The components in a nutrition label • The national guidelines for balanced nutrition and physical activity • The short and long-term benefits and consequences of healthy eating and physical activity • The interconnectedness of physical, mental, social, emotional and spiritual health • Personal strategies for sun damage prevention as well as hearing and vision damage • The benefits of good hygiene practices 	
Key Skills:	<ul style="list-style-type: none"> • Use understanding of nutrition information to make informed eating decisions • Evaluate the nutrition information on food labels to compare products • Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating • Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences • Analyze strategies for reducing sun, hearing and vision damage • Practice good personal hygiene 	
Critical Language:	Media, Culture, Influences, Valid and Reliable Information, Consequences, Benefits, Decision-making, Safety, Risks, Balance, Nutrition, Nutrients, Obesity, Hygiene, Dietary Guidelines, Heart Disease, Diabetes, Physical Activity, Web Literacy	