

# Unit Title: Project Healthy Transformation

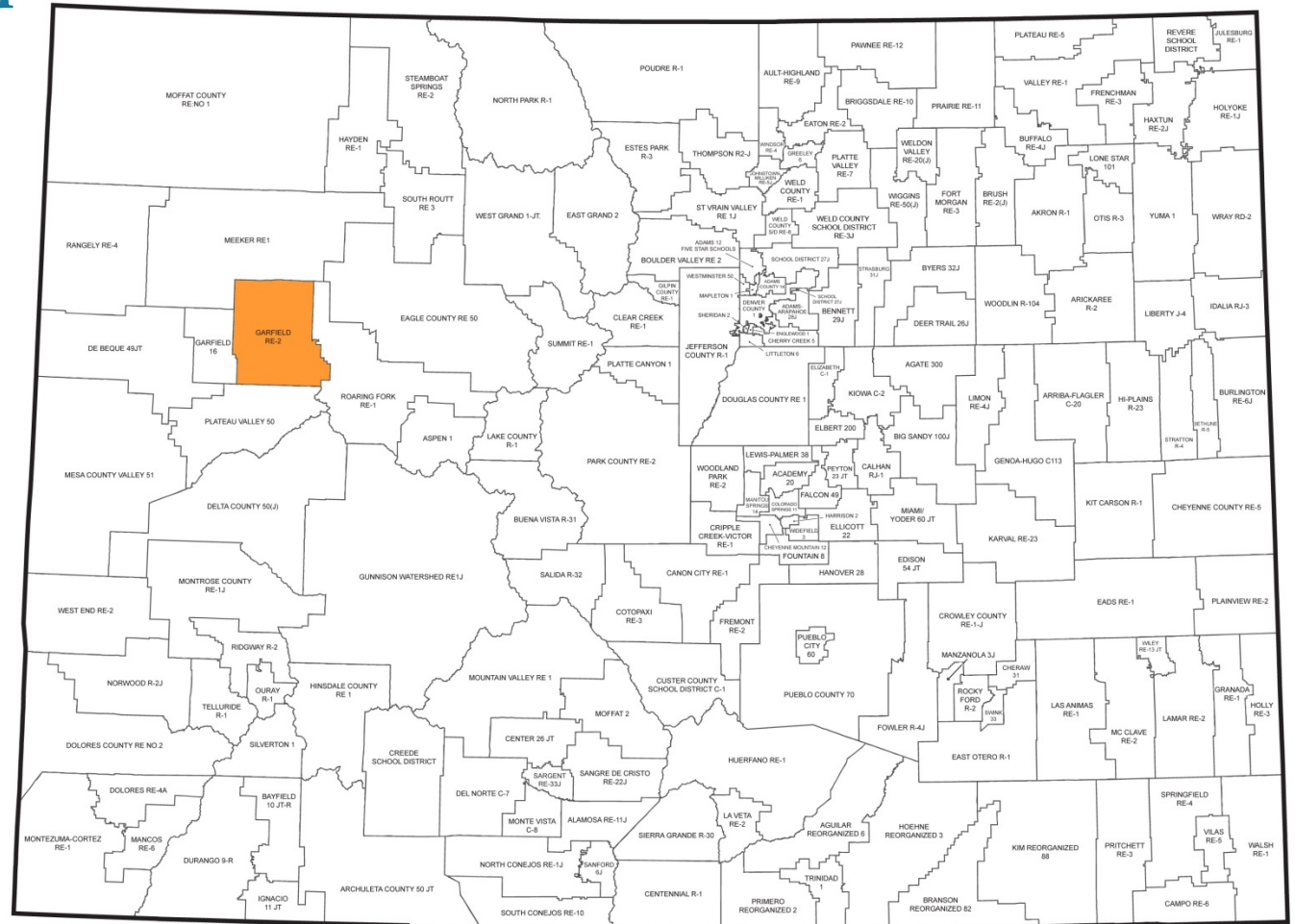
Colorado's District Sample Curriculum Project

## INSTRUCTIONAL UNIT AUTHORS

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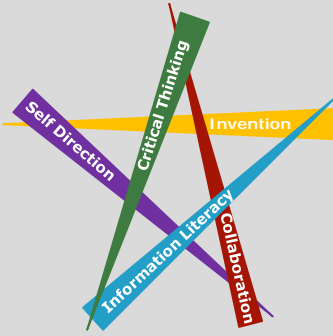
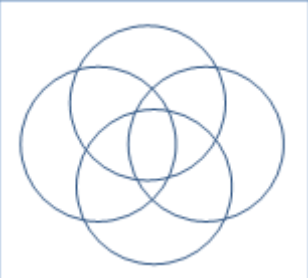
Jessica Wilson



*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.*

DATE POSTED: JANUARY 2017

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health / Physical Education	<b>Grade Level</b>	2 <sup>nd</sup>
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
Movement Competence and Understanding	Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
Physical and Personal Wellness	Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
Physical and Personal Wellness	Identify eating behaviors that contribute to maintaining good health	CH09-GR.2-S.2-GLE.1	
<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p><b>Integrated Curriculum Design:</b> This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.</p> 	
<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>	
Project Healthy Transformation	Teacher’s Discretion	Teacher’s Discretion	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Project Healthy Transformation		<b>Length of Unit</b>	Teacher's Discretion
<b>Focusing Lens(es)</b>	Choices Habits	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.2-S.2-GLE.1 PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.2-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How would your body feel if you made the choice to eat ice cream and cookies for a meal every day? (CH09-GR.2-S.2-GLE.1-EO. d)</li> <li>• Why do many people claim that breakfast is the most important meal of the day? (CH09-GR.2-S.2-GLE.1-EO.a,c;IQ-2)</li> <li>• Why is it important to pay attention to your body when it feels hungry or full? (CH09-GR.2-S.2-GLE.1-EO. c)</li> <li>• Why is sleep important to the brain? (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3; N.2)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding, Physical and Personal Wellness			
<b>Concepts</b>	Habits, Choices, Consequences, Health, Energy, Systems, Awareness, Signals, Consumption, Critical Thinking and Reasoning, Interpretation, Self-Direction, Responsibility, Practice, Application, Awareness, Cause and Effect, Identification, Knowledge, Laws and Rules, Respect, Safety; Participation, Cooperation, Encouragement; Compare and Contrast, Communication.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the energy, learning capacity and application of healthy habits (PE09-GR.2-S.1-GLE.3- EO.d,e; IQ.1,3; RA.1; N.3,4) (CH09-GR.2-S.2-GLE.1- EO.a,b,c;RA.2)	What amount of time should you sleep each night? What factors affects energy level? (CH09-GR.2-S.2-GLE.1-EO.a,e) What habits have positive consequences? (CH09-GR.2-S.2-GLE.1-EO. a,c,d) What habits have negative consequences? (CH09-GR.2-S.2-GLE.1-EO.a,c,d)	How does sleep affect the brain? What foods give you the most energy? (CH09-GR.2-S.2-GLE.1-EO.a,e) How do habits impact your health?
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) (CH09-GR.2-S.2-GLE.1- EO.a,c,d)	Which foods are good for a healthy brain? What foods give us more energy? (CH09-GR.2-S.2-GLE.1-EO.a,c,d)	How does food interact with the brain? How does food impact your learning and behavior?
Knowledge of the body's signals and fuel requirements encourages students reasoning, awareness and critical thinking around food choices and enhances an individual's ability to function better (CH09-GR.2-S.2-GLE.1-EO.c,d,e) (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1)	What are body signals? (CH09-GR.2-S.2-GLE.1-EO.c,e) What foods are good for the body when the body is active? (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1)	How can being unaware of body signals affect Your health? How does your body use food for fuel?

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Body systems impacted by food choices in both positive and negative ways determine a person’s overall wellness (CH09-GR.2-S.2-GLE.1-EO.a,b;RA.2)	What food choices are good for body systems? (CH09-GR.2-S.2-GLE.1-EO.a,b;RA.2)	How does eating chips and candy every day affect your body?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The benefits of healthy food and beverage choices (CH09-GR.2-S.2-GLE.1-EO.a;RA.2;N.1)</li> <li>The benefits of daily breakfast and water intake Example: prevents dehydration and helps the brain to be more alert (CH09-GR.2-S.2-GLE.1-EO.a,c;IQ.1;RA.1,2)</li> <li>The body signals of being full or hungry(CH09-GR.2-S.2-GLE.1-EO.e;IQ.2) Example: A person may have a low level of energy when hungry</li> <li>The role of healthy food and water for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e)</li> <li>Proper amount of sleep each night (PE09-GR.2-S.2-GLE.2-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>Choose healthy food and beverages (CH09-GR.2-S.2-GLE.1-EO.a,b,c;IQ.1;RA.1,2;N.1)</li> <li>Choose a variety of healthy snacks (CH09-GR.2-S.2-GLE.1-EO.a,d;RA.2;N.1)</li> <li>Recognize when they are full or hungry (CH09-GR.2-S.2-GLE.1-EO.e;IQ.2)</li> <li>Identify healthy foods and beverages (CH09-GR.2-S.2-GLE.1-EO.a,d;N.1)</li> <li>Identify ways to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.c)</li> <li>Describe the role of healthy food and water as essential nutrients for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e)</li> <li>Determine the proper amount of sleep to get each night (PE09-GR.2-S.2-GLE.2-EO.c)</li> </ul>

<b>Critical Language:</b> 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>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I will be able to identify the benefits of and engage in lifelong healthy eating habits by maintaining a balanced diet. I understand that a healthy body and brain are needed to have a healthy lifestyle.</i>
<b>Academic Vocabulary:</b>	Habit, Healthy, Explain, Describe, Identify, Benefits, Consequences, Awareness, Consumption, Choices, Critical Thinking, Interpretation, Self-direction, Responsibility, Cause and Effect,
<b>Technical Vocabulary:</b>	Body Signals, Balanced Diet, Energy, Rules, Cooperation, Healthy, Activity, Inactivity

### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	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. Students will assess the cause and effect relationship of body signals as it relates to healthy fuel requirements and physical activity. The unit culminates with students applying habits to develop a transformer game that exemplifies their most powerful self and highest level of physical and emotional fitness.
<b>Considerations:</b>	<p>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:</p> <ul style="list-style-type: none"> <li>● District requirements</li> <li>● Economic status of families</li> <li>● Equipment resources</li> <li>● Administrative support</li> <li>● Cultural considerations</li> <li>● Class size</li> </ul> <p>This unit was written to address the grade level outcomes. Additional considerations may include:</p> <ul style="list-style-type: none"> <li>● Time spent with students (e.g. length of class, number of days a week)</li> <li>● Part time teacher vs. full time teacher</li> <li>● Available space</li> </ul>
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the energy, learning capacity and application of healthy habits.
<b>Supporting Generalizations:</b>	Knowledge of the body's signals and fuel requirements encourages students reasoning, awareness and critical thinking around food choices and enhances an individual's ability to function better.
	Body systems impacted by food choices in both positive and negative ways determine a person's overall wellness.
	Identification of healthy brain habits facilitates the application of learned ideas and concepts.

<b>GREEN</b>	Active involvement in developmentally appropriate knowledge production results in work that both disciplines.
<b>BLUE</b>	Equal and significant attention is given to techniques, skills, or concepts from both discipline. Authentic experiences and media are used.
<b>PINK</b>	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
<b>YELLOW</b>	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

**Colorado Teacher-Authored Sample Instructional Unit**

**Performance Assessment:** *The capstone/summative assessment for this unit.*

**Integration Continuum Color:** GREEN BLUE PINK YELLOW

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines

<p><b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p>Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the energy, learning capacity and application of healthy habits.</p>
<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You are a game developer and your job is to transform your character from the lowest level character to the highest level character. You will seek different aspects of healthy habits (e.g. healthy food, sleep, water, and exercise) to transform your character into their top most powerful form. As you seek out the healthy habits you will create an instructional manual that guides you through the different levels of the game.</p>
<p><b>Product/Evidence:</b> (Expected product from students)</p>	<p>Students will design a game that demonstrates knowledge of the cause and effect relationship of healthy habits such as food, water, sleep and exercise. Students will transform into their most powerful self as they move through the levels of the game. Throughout the development of their game they will be creating an instructional manual that illustrates examples of the healthy habits. (e.g. could be a poster, could be cards, could be book form/pamphlet).  <a href="https://www.eduplace.com/graphicorganizer/pdf/flow.pdf">https://www.eduplace.com/graphicorganizer/pdf/flow.pdf</a> (Graphic organizer idea for showing flow of your game)  <a href="https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf">https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf</a> (Graphic organizer for specifics like energizers, depleters, etc.)</p>
<p><b>Differentiation:</b> (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> <li>● work with a partner to develop the instructional manual</li> <li>● video presentation for student body/school announcements</li> <li>● one on one verbal presentation of the development instructions to the teacher</li> </ul>

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

Informational/Non-Fiction	Fiction
<p>Good Enough to Eat by Lizzy Rockwell: Lexile range 390-490                      MyPlate and You by Gillia M. Olson: Lexile range 390-590                      The Monster Health Book by Edward Miller: Lexile range 390-490                      The Children’s Book for Healthy Habits by Sophie Giles: Lexile range 350-450</p>	<p>The Animals Sleep: A Bedtime Book of Biomes by Thomas M. Heffron: Lexile range 390-490                      I See the Animals Sleeping: A Bedtime Story by Thomas M. Heffron: Lexile range 390-490                      The Bernstein Bears and Too Much Junk Food Paperback by Stan Bernstein: Lexile level 690                      Grow Strong: A Book About Healthy Habits (Being the Best Me Series) by Cheri J. Meiners M.Ed.: 390 - 490                      Kitanaï and Lazy Lizard Get Fit (Kitanaï’s Healthy Habits) by Thomas Kingsley Troupe: Lexile level 130                      Move Your Body!: My Exercise Tips (Cloverleaf Books - My Healthy Habits) by Gina Bellisario: Lexile level 360</p>

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<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think/Work like an Xbox Kinect game developer to create an active game that performs healthy habits	Teacher Resources:	<a href="http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338">http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338</a> (Healthy Zip Code Bulletin Board for Healthy Zip Code Treasure Hunt activity using the pieces of the Healthy Zip Code Bulletin Board)
			Student Resources:	<a href="http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf</a> (Healthy snack ideas)
	Skills:	<ul style="list-style-type: none"> <li>Choose a variety of healthy snacks Recognize when they are full or hungry</li> <li>Determine the proper amount of sleep to get each night</li> </ul>	Assessment:	The students will identify one healthy habit they have performed each day (e.g. ticket out the door, brain wall, and journal).
2.	Description:	Think/Work like an Xbox Kinect game developer to create an active game that reinforces healthy choices	Teacher Resources:	<a href="http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf</a> (Healthy plate) <a href="http://healthyalberta.com/Serving5-11-March2012.pdf">http://healthyalberta.com/Serving5-11-March2012.pdf</a> (Food serving sizes compared to real objects) <a href="http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals">http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals</a> (Hunger scale)
			Student Resources:	<a href="http://www.choosemyplate.gov/kids">http://www.choosemyplate.gov/kids</a> (activities for kids) <a href="http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf</a> (Healthy snack ideas) <a href="http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries">http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries</a> (Food log for a week)
	Skills:	<ul style="list-style-type: none"> <li>Choose healthy food and beverages</li> <li>Choose a variety of healthy snacks</li> <li>Identify healthy foods and beverages</li> <li>Identify ways to keep the brain healthy and ready to learn</li> </ul>	Assessment:	The students will identify one healthy choice they have made each day (e.g. ticket out the door, brain wall, and journal).

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<b>Prior Knowledge and Experiences</b>		
<p>The learning experiences build on a presumed student working knowledge of positive choices associated with living a healthy lifestyle. This unit will continue to introduce and develop understanding of healthy habits and the factors related to building and maintaining a lifestyle, to include nutritious food choices, healthy brain habits, optimal sleep patterns, water consumption, and physical activity. However not all second graders have experienced the same socioeconomic background that is conducive to healthy food choices, exercise and consistent sleep patterns.</p>		
<b>Learning Experience # 1</b>		
<p><b>The teacher may introduce examples of healthy vs unhealthy habits so students can begin to identify different habits in their own life.</b></p>		
<p><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	<p>Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the energy, learning capacity and application of healthy habits.</p>	
<b>Teacher Resources:</b>	<p><a href="http://jackienewgent.com/services/media-project-consultation-8-habits-of-healthy-kids/">http://jackienewgent.com/services/media-project-consultation-8-habits-of-healthy-kids/</a> (Healthy habit images)  <a href="http://blog.missionforhealth.com.au/wp-content/uploads/2013/08/shutterstock_80829592.jpg">http://blog.missionforhealth.com.au/wp-content/uploads/2013/08/shutterstock_80829592.jpg</a> (Eating healthy)  <a href="http://images.agoramedia.com/everydayhealth/gcms/pg-Bad-Health-Habits-Schoolkids-02-full.jpg">http://images.agoramedia.com/everydayhealth/gcms/pg-Bad-Health-Habits-Schoolkids-02-full.jpg</a> (Sleep)  <a href="http://www.healthline.com/hlcmsresource/images/slideshow/healthy-habits-mothers-should-teach-kids/285x285-Mom-teach-healthy-habits-4.jpg">http://www.healthline.com/hlcmsresource/images/slideshow/healthy-habits-mothers-should-teach-kids/285x285-Mom-teach-healthy-habits-4.jpg</a> (Exercise)  <a href="http://www.healthline.com/health-slideshow/healthy-habits-mothers-should-teach-kids#1">http://www.healthline.com/health-slideshow/healthy-habits-mothers-should-teach-kids#1</a> (Healthy habits for children)</p>	
<b>Student Resources:</b>	<p><a href="http://jackienewgent.com/services/media-project-consultation-8-habits-of-healthy-kids/">http://jackienewgent.com/services/media-project-consultation-8-habits-of-healthy-kids/</a> (Healthy habit images)</p>	
<b>Assessment:</b>	<p>Students will work with a partner to play the healthy habits game. One partner will have a show an image of either a healthy or an unhealthy habit and the other partner must decide if illustration is healthy or unhealthy. Partner number two will then skip to the next station if the habit was healthy, or walk backwards if they think the illustration was unhealthy. This process repeats until each student has moved to all stations, and then partner one and partner two will switch roles.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	<p>Students may:</p> <ul style="list-style-type: none"> <li>• Perform different moves to demonstrate their understanding of healthy vs. unhealthy habits.</li> <li>• Verbally demonstrate their understanding of healthy vs. unhealthy habits</li> </ul>



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• Provide space for students to bring in examples for a healthy habit wall</li> <li>• The benefits of healthy food and beverage choices</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• Provide their own illustrations of healthy vs. unhealthy habits</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Healthy foods and beverages</li> <li>• Various healthy snacks</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify healthy food and beverages</li> <li>• Choose healthy food and beverages</li> <li>• Choose a variety of healthy snacks</li> </ul>	
<b>Critical Language:</b>	Habit, Healthy, Identify, Choices, Activity, Inactivity	

<b>Learning Experience # 2</b>		
<p>The teacher may provide a variety of healthy and unhealthy food and drink examples so students can assess the health value of their own food and beverage choices.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="center">Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</p>		
<b>Generalization Connection(s):</b>	Identification of healthy brain habits facilitates the application of learned ideas and concepts.	
<b>Teacher Resources:</b>	<a href="https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf">https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf</a> (KWL chart for healthy foods)	
<b>Student Resources:</b>	<a href="http://www.choosemyplate.gov/kids">http://www.choosemyplate.gov/kids</a> (activities for kids)	
<b>Assessment:</b>	Students will work in small groups to play the food sorting game. Students will be given a variety of food and drink choices that they will categorize into healthy and unhealthy choices. Teams will have to distinguish as to why the food or beverage is a healthy or unhealthy choice.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>• Verbally identify healthy vs. unhealthy food and beverages</li> <li>• Go to their group for help with distinguishing healthy vs. unhealthy</li> </ul>

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• Have copies of worksheets available for students to take home</li> <li>• The benefits of healthy food and beverage choices</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• Take a worksheet from <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> and complete at home</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Healthy foods and beverages</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify healthy food and beverages</li> </ul>	
<b>Critical Language:</b>	Healthy, Explain, Identify, Choices	

<b>Learning Experience # 3</b>	
<p>The teacher may introduce various ways to develop a healthy brain so students can explore their current daily health routine.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="right">Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p>	
<b>Generalization Connection(s):</b>	Identification of healthy brain habits facilitates the application of learned ideas and concepts.
<b>Teacher Resources:</b>	<a href="http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338">http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338</a> (Healthy Zip Code Bulletin Board for Healthy Zip Code Treasure Hunt activity using the pieces of the Healthy Zip Code Bulletin Board) <a href="https://www.eduplace.com/graphicorganizer/pdf/venn.pdf">https://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Graphic organizer Venn diagram)
<b>Student Resources:</b>	<a href="http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338">http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1338</a> (Healthy Zip Code Bulletin Board for Healthy Zip Code Treasure Hunt activity using the pieces of the Healthy Zip Code Bulletin Board) <a href="https://www.eduplace.com/graphicorganizer/pdf/venn.pdf">https://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Graphic organizer Venn diagram)
<b>Assessment:</b>	Students will complete a pre-assessment worksheet on their current healthy zip code (e.g. current number of hours they sleep, number of servings they eat a day of fruits and veggies, hours of screen time, minutes of physical activity and number of sugary drinks per day). Then they will complete the healthy zip code treasure hunt where they will travel around the gym learning what the optimal zip code numbers are and what they mean. Students will work in teams to find a number on the wall, read the description of what the number means. If their personal number is the same as the number on the wall, the student can run to the next number, if their number is higher than the number listed s/he gallops to the next number and if s/he has a lower number than the number listed s/he hops to the next number (or any locomotor/non-locomotor/manipulative movement). Students will then compare and contrast their own personal zip code to the healthy zip code. Students will complete a Venn diagram comparing and contrasting their zip code with the healthy zip code.

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>Perform different locomotor skills to demonstrate their understanding of the healthy zip code compared to their own</li> <li>Verbally identify the healthy zip code</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>Take a worksheet from <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> and complete at home</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The role of healthy food and water for the body and brain</li> <li>The benefits of daily breakfast and water intake</li> <li>The benefits of healthy food and beverage choices</li> <li>Proper amount of sleep each night</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify ways to keep the brain healthy and ready to learn</li> <li>Determine the proper amount of sleep to get each night</li> </ul>	
<b>Critical Language:</b>		

<b>Learning Experience # 4</b>	
<p>The teacher may introduce the five food groups so students can begin to connect their daily eating to the recommended servings.</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK YELLOW</b></p> <p align="center">Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
<b>Generalization Connection(s):</b>	Body systems impacted by food choices in both positive and negative ways determine a person’s overall wellness.
<b>Teacher Resources:</b>	<a href="http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheetBlank.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheetBlank.pdf</a> (Blank plate) <a href="http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf</a> (Healthy plate) <a href="http://www.nourishinteractive.com/nutrition-education-printables/660-dairy-food-group-flash-cards-healthy-children">http://www.nourishinteractive.com/nutrition-education-printables/660-dairy-food-group-flash-cards-healthy-children</a> (Dairy food) <a href="http://www.nourishinteractive.com/nutrition-education-printables/661-fruit-food-group-flash-cards-healthy-children">http://www.nourishinteractive.com/nutrition-education-printables/661-fruit-food-group-flash-cards-healthy-children</a> (Fruits) <a href="http://www.nourishinteractive.com/nutrition-education-printables/662-grains-food-group-flash-cards-healthy-children">http://www.nourishinteractive.com/nutrition-education-printables/662-grains-food-group-flash-cards-healthy-children</a> (Grains) <a href="http://www.nourishinteractive.com/nutrition-education-printables/663-protein-food-group-flash-cards-healthy-children">http://www.nourishinteractive.com/nutrition-education-printables/663-protein-food-group-flash-cards-healthy-children</a> (Proteins) <a href="http://www.nourishinteractive.com/nutrition-education-printables/664-vegetable-food-group-flash-cards-healthy-children">http://www.nourishinteractive.com/nutrition-education-printables/664-vegetable-food-group-flash-cards-healthy-children</a> (Vegetables)

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="https://www.teacherspayteachers.com/Product/NutritionFood-Logs-Food-Log-Exercise-Log-604550">https://www.teacherspayteachers.com/Product/NutritionFood-Logs-Food-Log-Exercise-Log-604550</a> (Food log idea with number of servings to color in)	
<b>Student Resources:</b>	<a href="http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf">http://www.choosemyplate.gov/sites/default/files/audiences/Tipsheet1_MakingGreatTastingSnacks.pdf</a> (Healthy snack ideas) <a href="http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries">http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries</a> (Food log for a week)	
<b>Assessment:</b>	Students will work in groups to create a healthy plate based on their idea of how many servings of each food group they should be getting. They will be given a blank plate that they will fill using the items they go get in the center of the gym. The activity will be completed in relay format (e.g. one student will go to the middle and get the number of fruits they think they are supposed to have for a meal and bring back to the blank plate, then follow the same process with the team for the remaining parts of the plate.) Once all students have added their food items to the plate the teacher will share the recommended servings using <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> . Students will then return to their plates and compare their plate with the recommended servings, if they need to make some revisions they will return food items that are not needed and replace with the correct servings.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/a	Students may: <ul style="list-style-type: none"> <li>• Verbalize how many servings they would put on their plate</li> <li>• Illustrate how they think their plate should look</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• Provide a food log for students to complete</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• Verbalize how many servings they would put on their plate</li> <li>• Illustrate how they think their plate should look</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The benefits of healthy food and beverage choices</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Choose healthy food and beverages</li> <li>• Choose a variety of healthy snacks</li> </ul>	
<b>Critical Language:</b>	Habit, Healthy, Explain, Identify, Benefits, Consequences, Awareness, Consumption, Balanced Diet	

**Learning Experience # 5**

The teacher may review healthy choices and habits so students can use critical thinking skills that focus on healthy fuel choices for daily physical activity demands.

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.

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<b>Generalization Connection(s):</b>	Knowledge of the body’s signals and fuel requirements encourages student reasoning, awareness and critical thinking around food choices and enhance an individual’s ability to function better.	
<b>Teacher Resources:</b>	<a href="http://healthyalberta.com/Serving5-11-March2012.pdf">http://healthyalberta.com/Serving5-11-March2012.pdf</a> (Food serving sizes compared to real objects) <a href="http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals">http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals</a> (Hunger scale) <a href="http://lovepe.me/pe-monopoly/">http://lovepe.me/pe-monopoly/</a> ( Monopoly game cards for PE to be modified with nutrition situations on each card to customize the game for this unit) <a href="https://vine.co/v/OxwelQjn19q">https://vine.co/v/OxwelQjn19q</a> ( Video of students playing monopoly in PE)	
<b>Student Resources:</b>	<a href="http://healthyalberta.com/Serving5-11-March2012.pdf">http://healthyalberta.com/Serving5-11-March2012.pdf</a> (Food serving sizes compared to real objects) <a href="http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals">http://www.webmd.com/food-recipes/healthy-eating-recognizing-your-hunger-signals</a> (Hunger scale)	
<b>Assessment:</b>	Students will participate in a situational monopoly style game that utilizes their critical thinking and reasoning skills centered on making healthy choices (e.g. sleep, healthy food choices, water consumption and exercise). Refer to teacher resources. Students will use their critical thinking skills to develop an understanding of body signals and fuel requirements for maintaining a healthy body. On their own students will complete tickets out the door with various situations on them (e.g. You didn’t eat breakfast and it is getting close to lunch, you have low energy and your stomach hurts. What is your body telling you, and what remedy do you suggest for this?)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>• Read the ticket out the door prompts</li> <li>• Roll the dice</li> <li>• Read game space cards</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• Modify movements as needed</li> <li>• Can work in pairs or groups</li> <li>• Verbalize their answer on the ticket out the door</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> <li>• Write their own game scenario to present to the class</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The body signals of being full or hungry</li> <li>• The role of healthy food and water</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Recognize when they are full or hungry</li> <li>• Describe the role of healthy food and water as essential nutrients for the body and brain</li> </ul>	
<b>Critical Language:</b>	Habit, Healthy, Explain, Describe, Identify, Benefits, Awareness, Critical Thinking	

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Learning Experience # 6		
<p>The teacher may review the concepts of healthy habits so that students can begin to evaluate elements of their own health plan.</p>		
<p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="center">Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</p>		
<b>Generalization Connection(s):</b>	Knowledge obtained from the cause and effects of food, water and sleep on the body promotes the energy, learning capacity and application of healthy habits.	
<b>Teacher Resources:</b>	<a href="https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf">https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf</a> (Cluster graphic organizer) <a href="https://www.eduplace.com/graphicorganizer/pdf/flow.pdf">https://www.eduplace.com/graphicorganizer/pdf/flow.pdf</a> (Flow chart) <a href="http://sweethotmess.blogspot.com/2012/08/on-incorporating-comic-strips-into-your.html?m=1">http://sweethotmess.blogspot.com/2012/08/on-incorporating-comic-strips-into-your.html?m=1</a> (Comic strip template for manual design) <a href="http://teacherideafactory.blogspot.com/2012/03/mini-book-template-free-center.html">http://teacherideafactory.blogspot.com/2012/03/mini-book-template-free-center.html</a> (Booklet template)	
<b>Student Resources:</b>	<a href="https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf">https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf</a> (Cluster graphic organizer) <a href="https://www.eduplace.com/graphicorganizer/pdf/flow.pdf">https://www.eduplace.com/graphicorganizer/pdf/flow.pdf</a> (Flow chart) <a href="http://sweethotmess.blogspot.com/2012/08/on-incorporating-comic-strips-into-your.html?m=1">http://sweethotmess.blogspot.com/2012/08/on-incorporating-comic-strips-into-your.html?m=1</a> (Comic strip template for manual design) <a href="http://teacherideafactory.blogspot.com/2012/03/mini-book-template-free-center.html">http://teacherideafactory.blogspot.com/2012/03/mini-book-template-free-center.html</a> (Booklet template)	
<b>Assessment:</b>	Students will use previous learning experiences to construct a framework for the personal health game manual (e.g. energizers such as foods, water, sleep, exercise; depleters such as junk food, soda, fast food; level advancement) The manual can be in the format of posters, cards, book or pamphlet. The manual will be the guide for the development of the game.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> <li>Provide a specific organizer for students.</li> </ul>	Students may: <ul style="list-style-type: none"> <li>Work with a partner to complete the manual.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The benefits of healthy food and beverage choices</li> <li>The role of healthy food and water for the body and brain</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Describe the role of healthy food and water as essential nutrients for the body and brain</li> </ul>	
<b>Critical Language:</b>	Habit, Healthy, Explain, Describe, Identify, Benefits, Consequences, Awareness, Consumption, Choices, Critical Thinking, Interpretation, Self-Direction, Cause and Effect, Balanced Diet, Energy, Activity, Inactivity	