UbD Template 2.0

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *From California State Health Education Content Standards Grades 7 and 8*  NUTRITION  Standard 1 : Essential Concepts   * 1.1.N Describe the short and long term impact of nutritional choices on health globally. * 1.2.N Identify nutrients and their relationships to health around the globe * 1.3.N Examine the health risks caused by food and water contamination. * 1.5.N Differentiate between diets that are health-promoting and diets linked to disease. * 1.6. N Analyze caloric and nutritional value of foods and beverages and how this relates to nutrition. * 1.7. N Describe the benefits of eating a variety of foods high in iron, calcium, and fiber * 1.9.P Identify ways that environmental factors, including air and water quality, affect our health * 1.10.N Identify the impact of nutrition on chronic disease and the globally areas most effected * 1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water and noise pollution.) * 1.11.N Analyze the cognitive and physical benefits of eating breakfast daily * 1.11.P Describe global influences on personal and community health. * 1.14.N Identify ways to increase daily physical activity   Standard 2: Analyzing Influences   * 2.2.N Evaluate internal and external influences on food choices * 2.2.P Analyze how environmental pollutants, including noise, water and air pollution, affect health.   Standard 3: Accessing Valid Information   * 3.3.N Describe how to access nutrition information about foods offered in restaurants in one’s community. * 3.5.N Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.   Standard 4: Interpersonal Communication   * 4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.   Standard 5: Decision Making   * 5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.   Standard 6: Goal Setting   * 6.1.N Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines. * 6.2.N Set a goal to increase daily physical activity   Standard 7: Practicing Health-Enhancing Behaviors   * 7.1.N Explain why food choices are limited by resources, culture and geography   Standard 8: Health Promotion   * 8.1.N Encourage nutrient-dense food choices in school * 8.3.N Encourage peers to eat healthy foods and to be physically active | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   1. Make connections between the food and beverages and the nutritional content of the items. 2. Examine global nutrition projects currently implemented throughout the world. 3. Investigate the importance of clean water as a nutrient and the effects this has on countries. 4. Seek out ways, as either individuals or part of society, to assist those who are lacking nutrition and clean water. 5. Develop critical thinking skills by asking relevant questions. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Importance of the six essential nutrients has on health. 2. Nutrients can be consumed in a variety of food sources. 3. Poverty and economics effects a person’s nutrition and health. | ESSENTIAL QUESTIONS   1. What impact on an individual’s health the six essential nutrients have? 2. How can lacking the important nutrients and clean water effect society as a whole? 3. What are the health habits/food choices of the students in comparing and contrasting with the habits of others locally and globally? 4. How does poverty and economics effect a person’s nutrition and health? |
| ***Acquisition*** | |
| *Students will know…*   1. Definitions of the six essential nutrients and sources. 2. How to read nutritional information on labels and in restaurants 3. How to research the nutrient content of food. 4. The impact of poverty and economy on an individual and society health. | *Students will be skilled at…*   1. Locating and researching sources of the essential nutrients 2. Making decisions based upon the nutritional information 3. Analyzing their own dietary habits and physical activity to create personal goals 4. Researching global communities affected by lack of adequate nutrition. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Organized, complete, correctly labeled, complete answers to questions 2. Thorough discussions, collaborations, examples, distinguishing, inferring, create, 3. Accuracy of research, organized, coherent, graphically pleasing, summarize 4. Student participation, brainstorming ideas, infer, generalize, give examples 5. Completion and thoughtfulness of partner questions, partner discussion, student participation, infer, consider, effort 6. Accuracy, organized, complete, graphically pleasing, thorough, infer, summarize, create 7. List, identify, organize, communicate, solve, prioritize, hypothesize, collaborate, design, invent, recommend | TRANSFER TASK(S):   1. **Food Log** -Students will be given a food log, to document what they eat for one week and any exercise. After the week students will analyze and label the food items according to what group it mostly belongs: G – grain group (bread, pasta, etc.), V- vegetable, F – fruit, D – dairy (milk, cheese, yogurt), MB – meat and beans (dried beans, poultry, meat, eggs, and fish), and J – junk food (food that has little or no nutritional value and/or is high in fat, sugar, and salt). Also, label items as “N” natural or “P” processed/prepackaged food. Students will identify what percentage of their foods was natural versus processed/packaged. Students will pair up with another student and discuss/compare findings of their food logs. The following questions will be asked: 1. “Do you think you ate a healthy diet – one that will help you grow and have energy? 2. Do you think you ate a natural diet? 3. Do you think you ate an earth friendly diet – one that did not contribute to pollution? 4. What are the differences in our diets? What do you attribute the differences? 5. How do you feel about your eating habits? 6. Do you think you will make any changes in your diet? Why? (If students express discomfort in discussing this with a partner, they can write their reflections). 2. **Photo Gallery** - Students will then access images from <http://www.time.com/time/photogallery/0,29307,1626519,00.html> What the World Eats, Part I Time Magazine photographs from “Hungry Planet”. Students will compare what they eat to those in other parts of the world from the photos. Students will complete a class chart prepared with headings Country, Number of Family Members, Cost of Food per Week in U.S. dollars, Predominant Food Groups, Estimate Ratios of Natural to Processed Foods. Chart will be completed while viewing the photos. Discuss how culture, personal taste, economics and availability affect food choices. Have students reflect and share out on “How do you think your consumption habits compare with people around the world? What did you notice about food in different parts of the world?” Students will create a word cloud at [www.wordle.net](http://www.wordle.net) from their reflections on “How do you think your consumption habits compare with people around the world? What did you notice about food in different parts of the world?” Students write a personal reflection on the following questions - What responsibility do we have for people, locally and globally, who do not have the food resources they need for a healthy diet? If we are responsible, how can we address the issue for the common good? 3. **Research -** Students will research on a specific nutrient (i.e. carbohydrate, protein, fat, or a specific vitamin or mineral such as vitamin A or K, or sodium, iron, etc.) and determine the health benefits and risks with that nutrient. Students could reference the following website <http://www.rightdiagnosis.com/v/vitamin/subtypes.htm> or another one. Students will then are given a region of the world and determine if that regions has health concerns related to over or under consumption of their nutrient. Students will create a Glogster http://www.glogster.com/ with their information. 4. **Food Insecurity Locally –** Students will be asked “Do you think that the United States has problems with food insecurity?” Class will read about food insecurity in United States <http://www.ers.usda.gov/publications/err-economic-research-report/err141.aspx> . Will discuss “Food Deserts” as described by CDC <http://www.cdc.gov/Features/FoodDeserts/> . Students will then identify food deserts locally using the USDA’s Educational Research Service food desert map <http://www.ers.usda.gov/data-products/food-desert-locator.aspx> . Classroom discussion on results and why food deserts occur in areas near them, and how does this create lasting problem. Students will brainstorm possible solutions. Solutions will be kept up in the classroom for further consideration as unit is completed for action plan. 5. **Food Security/Insecurity Globally**- Students will be shown the following definitions from the WHO on Food Security <http://www.who.int/trade/glossary/story028/en/> . Then will be asked follow up questions: 1. What are the three pillars of food security, according to the WHO? 2. Is food security purely based on access to food? Will view the Pulitzer Center Video “Nigeria Families Left Hungry” by Fred De Sam Lazaro <http://pulitzercenter.org/video/nigeria-families-left-hungry> . With partner students will answer – 1. What type of food insecurity (lack of food or lack of nutrition) is the most prevalent in Nigeria? 2. What factors foster food insecurity in Nigeria? What conclusions can you draw about the role of government in ensuring food security from this video? The audio from “Guatemala’s Children Languish from Malnutrition” By Samuel Lowenberg of the Pulitzer Center <http://pulitzercenter.org/video/guatemalas-children-languish-malnutrition> (Cannot show the video, as parents in my community will most likely make complaints). Students then will answer the following questions with a different partner -1. What type of food insecurity (lack of food or lack of nutrition) is the most prevalent in Guatemala? 2. How does extreme poverty contribute to the food insecurity problem in Guatemala? 3. What is stunting? How else does malnutrition affect children? How serious are the side effects of malnutrition? 6. **Water Contamination –** Show students the World Life Expectancy and Access to Safe Water Map on <http://www.theglobaleducationproject.org/earth/human-conditions.php> Ask students to compare and contrast the information on the maps by making a PowerPoint or Prezi presentation. Students will view water EPA “Total Maximum Daily Loads” and pathogens in water in the United States <http://water.epa.gov/lawsregs/lawsguidance/cwa/tmdl/index.cfm> Students will investigate one body of water, and then brainstorm with a peer how that might impact the community around the body of water. Students will then share out whole group. Students will use http://www.comiclife.com/ to create a Comic Strip or create a PSA video for teens on the necessity of having clean water, water conservation, and what students can do to help ensure clean water. 7. **Action Plan** – Students in groups will create an action plan that could be implemented on our middle school campus in regards to nutrition, food insecurity, water usage, water contamination to have a positive influence on the community. Groups will need to decide what change they would like to make on campus to accomplish? What resources might we need? What steps will need to be taken to convince school personnel and outside community members? Determine what if any funding sources and where to obtain them? | |
| Effort, demonstrates initiative, organized, accurate, | OTHER EVIDENCE:   1. Observation of in-class group work/all students participate/notes 2. Student reflections | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   1. **Anticipatory Set -**Students will begin the unit with a quick write prompt “What are the necessary nutrients for all people to have healthy lives?” After time to write, students will share with a partner, then random partners will be asked to share out whole class. 2. **Notes -**Students will be given basic information about the six essential nutrients (carbohydrates, protein, fat, vitamins, minerals, and water) in note form. Students will then be asked “Do all individuals have adequate access to these nutrients locally and throughout the world? Why? Why not? Explain your answer” 3. **Food Log** -Students will be given a food log, to document what they eat for one week and any exercise. After the week students will analyze and label the food items according to what group it mostly belongs: G – grain group (bread, pasta, etc.), V- vegetable, F – fruit, D – dairy (milk, cheese, yogurt), MB – meat and beans (dried beans, poultry, meat, eggs, and fish), and J – junk food (food that has little or no nutritional value and/or is high in fat, sugar, and salt). Also, label items as “N” natural or “P” processed/prepackaged food. Students will identify what percentage of their foods was natural versus processed/packaged. Students will pair up with another student and discuss/compare findings of their food logs. The following questions will be asked: 1. “Do you think you ate a healthy diet – one that will help you grow and have energy? 2. Do you think you ate a natural diet? 3. Do you think you ate an earth friendly diet – one that did not contribute to pollution? 4. What are the differences in our diets? What do you attribute the differences? 5. 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Solutions will be kept up in the classroom for further consideration as unit is completed. 3. **Water Contamination-** Students will first see the teacher hold a glass of dirty water (water with chocolate syrup mixed in) and ask if anyone wants to drink the dirty water. Teacher will then drink. Share fact of 1.1 billion people worldwide don’t have access to safe drinking water, many are children. Read from The Water Project “Improving Health in Africa Begins with Water” <http://thewaterproject.org/health.asp> Students will then use the H2O Conserve “Water Footprint Calculator” <http://www.h2oconserve.org/?page_id=503> to view their own water usage. View video “Yemen’s Water Woes” <http://pulitzercenter.org/blog/untold-stories/yemens-water-woes-shortage> from the Pulitzer Center. Show students the World Life Expectancy and Access to Safe Water Map on <http://www.theglobaleducationproject.org/earth/human-conditions.php> Ask students to compare and contrast the information on the maps by making a PowerPoint or Prezi presentation. Students will view water EPA “Total Maximum Daily Loads” and pathogens in water in the United States <http://water.epa.gov/lawsregs/lawsguidance/cwa/tmdl/index.cfm> Students will investigate one body of water, and then brainstorm with a peer how that might impact the community around the body of water. Students will then share out whole group. 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