

## *Delaware Model Unit Gallery Template: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Healthy Eating for Life**

**Designed by: Elaine van Wickle**

**District: Christina**

**Grade Cluster: 9–12**

**Time Frame: 3 Lessons over 5 Classes**

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### **Summary of Unit**

Students will learn to assess the nutritional value of food and learn to plan a healthy diet for themselves and for someone with special dietary needs. This unit will provide a framework of knowledge that the student can use to choose a healthy diet that they can realistically follow. Students will examine the influences of unhealthy eating and eating disorders, habit, culture, media, and environment on food choices and define ways to encourage healthy eating and weight management for a lifetime.

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## **Stage 1 – Desired Results** (What students will know, be able to do and understand)

### **Delaware Health Education Standards**

- ☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:  
Nutrition
- ☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
- ☒ 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- ☒ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- ☒ 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- ☒ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- ☒ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ☒ 8. Students will demonstrate the ability to advocate for personal, family and community health.  
\* Includes technology integration

### **Big Idea: Health Is Personal Power**

#### **Unit Enduring Understandings**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Health enhances life.
- Personal actions impact self and others.
- There are barriers that can hinder healthy decision-making.
- Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.

#### **Essential Questions**

##### ***What is Health?***

##### ***What prevents people from practicing healthy behavior?***

#### **Unit Essential Questions(s)**

- Open-ended questions designed to guide student inquiry and learning.
- What is healthy eating? Does it matter?
- How can a healthy diet for one person be unhealthy for another?
- What prevents people from healthy eating?

## **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

### **Students will know...**

- The nutritional value of a wide variety of foods.
- The effects of environment, habit, culture, and media on food choices.

### **Students will be able to...**

- Use a framework of knowledge to create a healthy eating plan for themselves and another person.
- Define ways to encourage healthy eating and weight management for a lifetime.
- Examine current eating choices.
- Explore healthy eating options.
- Present and share information with classmates.
- Maintain a reflective journal.

## **Stage 2 – Assessment Evidence** (Evidence that will be collected to determine whether or not Desired Results are achieved)

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### **Suggested Unit Transfer Task(s)**

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Your task is to create a practical eating plan for you and one other person in your family. NOTE: The other person has a dietary problem such as diabetes, over or underweight, food allergies, or is an athlete. The plan must allow for future changes. Provide a written explanation for each plan justifying why each plan will improve or maintain the health of the person. Compare the new plan with former eating habits.

### **Rubric(s)**

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
  - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student is able to design an insightful mature plan that meets USDA guidelines and shows an understanding of nutritional value and taste appeal. Student's plan demonstrates a complete and thorough understanding of personal dietary needs and cites strategies for supporting a healthy diet. The plan allows for change in the future and gives specific examples of realistic strategies for dealing with change.
  3. Student is able to create an insightful plan based on the USDA guidelines and shows a relevant understanding of nutritional values and taste appeal. Student's plan demonstrates a reasonable understanding of personal dietary needs and cites adequate strategies for supporting a healthy diet. This plan allows for some change in the future and gives solid examples of strategies for dealing with change.
  2. Student work shows a limited understanding of personal dietary needs and cites few supporting strategies for a healthy diet. Student plan seems somewhat effective and shows partial understanding of strategies for change.
  1. Student work shows no understanding of personal dietary needs. Student plan lacks clarity and is difficult to follow. Work is not supported with the USDA Guidelines and shows little or no strategies for change.

### **Other Evidence**

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)
- Webquest
- Fast food findings
- Interpretation of nutrition on food labels
- Shopping list

### **Student Self-Assessment and Reflection**

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)
- Food survey
- Reflective journal

## Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

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### Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws <http://www.umuc.edu/library/copy.shtml>.

#### **Lesson 1:** Why do we eat what we eat?



Lesson One

#### **Lesson 2:** Super Size Me!



Lesson Two

#### **Lesson 3:** Putting It All Together



Lesson Three

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- HealthTeacher.com
- Kidshealth.org
- Fast food comparisons from local restaurants
- <http://www.nbc4.com/diabetes/6863251/detail.html>
- <http://diabetic-diet-secrets.com/members/home.html>
- Pathmark.com
- Webquests

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Serving sizes are difficult for students to grasp.

### Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Consider analysis of recipes for more advanced students.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit.

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Food choices are often based on cultural learning and habit. In this unit, students are encouraged to examine their own food choices and the choices made by other family members. This will help them to determine how they can continue to enjoy foods unique to their families and retain a healthy diet.

### **Connections to Other Areas**

**Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.**

Students with dietary issues and/or health problems related to weight management may be referred to Wellness Centers, Counselors, or School Nurses for support or further referral for these issues.



## *Delaware Model Unit Gallery Template: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Fact or Fiction: Alcohol & Tobacco**

**Designed by: Michael Connors**  
**District: Cape Henlopen**

**Grade Cluster: 9–12**  
**Time Frame: 3 Lessons**

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### **Summary of Unit**

Students will learn the skill of examining the effects of alcohol and tobacco use on the body. Students will study and assess appropriate prevention, intervention, and treatment resources in relation to individual, family, school, and community needs. Students will become familiar with strategies used to prevent alcohol and tobacco use. This unit on alcohol and tobacco addiction combines understanding of health knowledge that is essential to learning with the application of that knowledge through skill development in order to be effective.

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## **Stage 1 – Desired Results** (What students will know, be able to do and understand)

### **Delaware Health Education Standards**

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:  
Alcohol, tobacco, and other drugs
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.  
\* Includes technology integration

### **Big Idea: Health is Personal Power**

#### **Unit Enduring Understanding**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas and/or Content Standards and that are transferable to new situations.
- Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.

#### **Essential Questions**

##### ***What is Health?***

##### ***What prevents people from practicing healthy behavior?***

#### **Unit Essential Questions(s)**

- Open-ended questions designed to guide student inquiry and learning.
- How do personal goals, knowledge and values influence alcohol & tobacco use?

## **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

### **Students will know...**

- Using alcohol or tobacco will have consequences for themselves and others.
- The legal consequences of alcohol and tobacco use.

### **Students will be able to...**

- Demonstrate resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance health.
- Locate and utilize resources from home, school, and community that provide valid information concerning alcohol and tobacco use.
- Access local cessation programs.

## **Stage 2 – Assessment Evidence** (Evidence that will be collected to determine whether or not Desired Results are achieved)

### **Suggested Unit Transfer Task(s)**

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Your school's community offers alcohol, tobacco, and other drug education programs. In order for these programs to be sustained and successful, they require support from policy makers. You have chosen to be an advocate, leading the efforts against the use of underage alcohol use and drug abuse by developing a presentation to persuade policy makers to sustain and support this program.

You must develop a PowerPoint presentation that will identify the programs that currently exist and identify needs for continued success. Your presentation will need to include strategies for community planning efforts. In addition, the presentation should include the benefits of alcohol and tobacco awareness programs that will promote positive alternatives to drug use for local community members.

### **Rubric(s)**

Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
  - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student's PowerPoint presentation demonstrates an in-depth understanding of the programs that currently exist and what is needed for support. Student's work grasps the benefits of alcohol and tobacco awareness programs that will promote positive alternatives. This presentation identifies benefits and notes specific strategies that may impact community-planning efforts.
  3. Student's PowerPoint presentation demonstrates a relevant understanding of existing programs and what is needed for support. Student's work demonstrates reasonable understanding of the benefits of an alcohol and tobacco awareness program that will promote positive alternatives. The PowerPoint allows for some change in the future and notes strategies that may impact community-planning efforts.
  2. Student's PowerPoint presentation shows limited understanding of existing programs or continued support needs. Few strategies are cited that could impact community-planning efforts. Student's presentation is somewhat effective and shows partial understanding of the benefits of an alcohol and tobacco awareness program that will promote positive alternatives.
  1. Student's PowerPoint presentation shows little or no understanding of programs that currently exist nor what is needed for continued support. The presentation lacks clarity and is difficult to follow. Student's work shows lack of understanding of the strategies that may impact community-planning efforts.

## Other Evidence

- Performance assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
  - Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).
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- True/false questionnaire to uncover prior knowledge of alcohol, tobacco, and other drugs
  - Student Resource Activator Sheet (Lesson 1/Appendix A)
  - Student chart of Alcohol and Tobacco Facts (Lesson 1/Appendix B)
  - Consequences of Tobacco Use Scenarios (Lesson 1/Appendix C)
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- Analyzing an Alcohol Ad Worksheet (Lesson 2/Appendix E)
  - Impact of Tobacco Addiction Student Resource Activator Sheet (Lesson 3/Appendix F)
  - Student Resource Reading and Processing Sheet (Lesson 3/Appendix G)

## Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

Ask students to respond to one of the following questions in their journal:

1. Why have I chosen to smoke or not to smoke?
2. How would a tobacco related illness affect my future goals?

In addition, the final assignment (Lesson 3) will ask students to choose a scenario from three options to explore how they would respond.

## Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

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### Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.  
<http://www.umuc.edu/library/copy.shtml>

Lesson One: Butt Out Smoking!

Lesson Two: Lights...Camera...Alcohol!

Lesson Three: Tobacco Addiction...It's Not a Game!



Lesson One



Lesson Two



Lesson Three

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Decisions for Health. Holt, Rinehart, and Winston, 2007
- Teen Health. The McGraw Hill Companies, Inc. 2007
- Glencoe Health. The McGraw Hill Companies, Inc. 2007
- [www.lunginfo.org](http://www.lunginfo.org)
- [www.healthteacher.com](http://www.healthteacher.com)
- [www.cdc.gov](http://www.cdc.gov)
- [www.cdc.gov/tobacco/basic\\_information/FastFacts.htm](http://www.cdc.gov/tobacco/basic_information/FastFacts.htm)
- [www.projectalert.best.org](http://www.projectalert.best.org)

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students may have difficulty with this unit if family members are involved with alcohol, tobacco, and other drug (ATOD) use/abuse. Students may become defensive or emotional as they learn about the physical and social consequences of ATOD.

### Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Students with limited cognition or dexterity may demonstrate their understanding using a different method from power point presentation with teacher approval and support.
- Peer helpers and coaches or teaming are additional means to achieve the expectations of this unit.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit.

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

21<sup>st</sup> Century learning skills are used extensively throughout this unit as students learn about the consequences of ATOD use/abuse. Their skills to draw conclusions, apply knowledge, and support the community-at-large are strengthened and encouraged. Using advocacy skills, students will share and practice presentation and computer skills. Their growth will be enhanced by the meshing of knowledge and skills and the expression of ethical behavior intentions.

### **Connections to Other Areas**

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

An ATOD unit often helps students identify personal and family issues that require referral to school counselors, nurses, or wellness centers and on to community providers depending on each case. School support services are valuable assets to the health education teacher.

The Delaware Chapter of the American Lung Association provides many resources to help schools. For more information about programs and services, call (302) 655-7258.