



**Literacy Design
Collaborative**

Nutrition for a Healthy Life

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Health, "Nutrition for a Healthy Life," found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-comphealth>

The unit looks at an adolescent's support systems and influences such as (family, peer and media) and how they impact a person's decisions for making healthy food choices. Additionally, the unit will allow students to explore the importance of developing personal support systems to maintain overall physical and emotional wellness.

GRADES

7 - 8

DISCIPLINE

Other

COURSE

 **Comprehensive Health**

Section 1: What Task?

Teaching Task

Task Template 22 - Informational or Explanatory

What influences a healthy lifestyle? After researching primary and secondary sources on nutritional choices, write and design a brochure to be used by school counselors in which you compare healthy vs unhealthy eating/lifestyle habits. Support your discussion with evidence from your research.

Common Core State Standards

Reading Standards for Informational Text

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Writing Standards

- W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.9.b** Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
- W.9-10.9.a** Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Comprehensive Health and Physical Education Standards

- CO** Analyze factors that influence healthy eating behaviors
 - CO** Analyze how family, peers, media and culture influence food choices
 - CO** Analyze how social and cultural messages about food and eating influence nutrition choices
 - CO** Analyze the influence that adults and role models have on one's food choices
 - CO** Analyze internal influences on one's food choices
 - CO** Recognize that people with eating disorders may need professional help
 - CO** Describe the signs, symptoms, and consequences of common eating disorders
 - CO** Identify internal and external influences on one's body image
- CO** Demonstrate the ability to make healthy food choices in a variety of settings
 - CO** Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school
 - CO** Demonstrate interpersonal skills that deal with negative influences on healthy eating
- CO** Demonstrate effective communication skills to express feelings appropriately
 - CO** Demonstrate the ability to engage in active listening
 - CO** Practice the use of "I" statements
 - CO** Demonstrate negotiation skills to support the healthy expression of personal needs
 - CO** Demonstrate the ability to state personal needs and articulate limits
 - CO** Practice verbal and nonverbal ways to ask for help from trusted adults or friends

Texts

Non-fiction Sources

Teens Cook: How to Cook What You Want to Eat by Meghan Carle, Jill Carle and Judi Carle
The Drama Years: Real Girls Talk About Surviving Middle School - Bullies, Brands, Body Image and More by Haley Kilpatrick and Whitney Joiner
Everybody's Different: A Positive Approach to Teaching about Health, Puberty, Body Image, Nutrition, Self-Esteem and Obesity by Jenny O'Dea
Thin by Grace Bowman

Fiction Sources

Wintergirls by Laurie Halse-Anderson
Fat Kid Rules the World by K.L.
Going The List by Siobhan Vivian

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

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Background for Students

What influences a healthy lifestyle? How can you share what you will learn with others about a healthy lifestyle?

You will complete the task after you have researched and read about various influences on teens. As you create the brochure, keep in mind what would interest a peer or parents to make this a useful product.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.


DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.






Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	T-CHART Using a T-chart, categorize one day's food consumption in terms of healthy and unhealthy choices Draw a conclusion about the T-chart	Completes the t-chart and conclusion	*Model t-chart *Discuss how to categorize ideas http://www.enchantedlearning.com/graphicorganizers/tchart/ T-chart with "Healthy foods" on one side and "Unhealthy foods" on the other side
Additional Attachments: 📎 Food Models 📎 Unhealthy Food Images 📎 Healthy Food Images 📎 T-chart templates				
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	SHORT RESPONSE In your own words, what are the important features of a good response to this prompt?	No Scoring	<ul style="list-style-type: none"> Share examples of type of text students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process				
30 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	NOTES For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.	<ul style="list-style-type: none"> Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). Includes reasonable evidence that work is credible and/or worthy of study. 	<ul style="list-style-type: none"> Provide citation guide and discuss why each element of citation is needed. Ask students to brainstorm what makes an author credible and/or worthy of study. Provide access to research sources for students to assess the texts. Note: for an "after researching" task, add teaching and time for students to select the texts they will use.
Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY INFO CARDS In preparation for the readings we will do about _____ [insert topic] we are going to study 8 new vocabulary words, first through an interactive activity, then through filling out vocab study cards.	Meets Expectations: <ul style="list-style-type: none"> All 8 vocabulary cards are filled out completely and contain accurate information relating to the terminology. 	<ul style="list-style-type: none"> Pass out Vocabulary Cards with quotations that include the following vocabulary words in context: [insert 8 vocabulary words]. Students are to find a group of people who share their same word – though the sentences using the word will be different. In their group they will try to come up with a definition for the word based on context clues in the quotations. They write down this definition – then look the word up in the dictionary to see how close they've come. They take the word and fill out an info circle (See Info Circle Handout) using it – info circles ask for a definition, use of the word in an original sentence, an image that demonstrates the word, and related words. Once each group has filled out a circle for their word – the circles are shared with other groups and each new circle is copied down by each individual so that at the end of the 30 minutes everyone has 8 completed circles. <i>This is just one way for students to build on their vocabulary knowledge (other activities such as - a card matching game, practice using the terminology in dialogue, connecting the vocab to images, etc., all in the context of the text – are all good ways to make the words hit home).</i>
Additional Attachments: 📎 Vocabulary list 📎 Vocabulary Cards  📎 Vocabulary Info Circle				
30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	VENN DIAGRAM Create two venn diagrams comparing your food choices in different settings. The first diagram will compare food choices when you eat alone vs with peers. The second diagram will compare food choices for when you eat with your family vs peers.	complete both diagrams	* Model venn diagram *have them refer to notes and journals from other activities prior to this lesson

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	Additional Attachments: <ul style="list-style-type: none"> 🔗 Articles on Peer Pressure and Food Choices 🔗 Peer Pressure Can Influence Food Choices 🔗 Examples of Venn Diagrams 			
35 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	COMMERCIAL REVIEW Watch television for ____ minutes and identify food commercials to analyze marketing strategies and determine what advertising techniques are being used.	shares completed notes	*Discuss how to analyze media commercials *Brainstorm ways to take notes while watching TV http://library.thinkquest.org/C0111500/proptech.htm (advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)
30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	PUBLIC SERVICE ANNOUNCEMENT ANALYSIS Watch television for ____ minutes and identify public service announcements to analyze essential components and determine the effectiveness of the announcements	Shares notes	*discuss what public service announcements are *brainstorm ways to take notes from analysis http://mediaeducaionlab.com/stand-lesson-2-understand-genre-public-service-announcements (analyzing components of PSAs)
20 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	INTERVIEW Interview family members/relatives regarding traditional/cultural foods eaten regularly. Use the data gathered to create a visual of the cultural connections to your family's food choices	completes visual and has notes	*brainstorm questions for interview *brainstorm ideas to create the visual *discuss how to collect data from interview http://www.learnquebec.ca/export/sites/learn/en/content/curriculum_elem/personal_development/erc/documents/erc_e2_inter.pdf (Basic interview guide that can be modified by teachers)
	Additional Attachments: <ul style="list-style-type: none"> 🔗 Food and Families Around the World 			
20 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> • Provides accurate definition. • Lists several appropriate strategies. 	<ul style="list-style-type: none"> • Discuss respect for others' work to assemble evidence and create texts. • Discuss academic penalties for stealing others thoughts and words.
Transition to Writing				
15 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	BULLETS In a quick write, make a list of what you know now that you've read about a healthy lifestyle.	No Scoring	<ul style="list-style-type: none"> • Discussion-based strategies, such as seminar. • Small group discussion using question.
	Additional Attachments: <ul style="list-style-type: none"> 🔗 How Diet and Sleep Affect Your Health 🔗 How Eating Habits Affect Your Health 			
Writing Process				
20 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> • Creates an outline or organizer. • Supports controlling idea. • Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> • Provide and teach one or more examples of outlines or organizers. • Invite students to generate questions in pairs about how the format works, and then take and answer questions.

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.	INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.	Meets expectations if: <ul style="list-style-type: none"> Hook is engaging and relevant Explanation successfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper. 	*This tool should be used with students who already know their thesis, not as a tool to develop one. <ol style="list-style-type: none"> Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). Allow students to complete the handout independently. Finish with a share, either class wide or between partners.
Additional Attachments:  Intro Handout				
45 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.	BODY PARAGRAPH OUTLINE Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.	<ul style="list-style-type: none"> Includes a clear topic sentence that states one of your reasons. Includes at least 2 pieces of textual evidence with sources. Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? Includes a min. 2 sentence summary that connects the reason back to your claim. 	WARM UP: <ol style="list-style-type: none"> Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? Ask students to turn to the person sitting next to them and share their response. Ask students to share out responses as a whole class. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. MODELING: <ol style="list-style-type: none"> Distribute handouts of the sample outline to the students OR project the sample outline. Read aloud the outline. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? Ask students to share out responses as a whole class. INDIVIDUAL PRACTICE: <ol style="list-style-type: none"> Have students work individually to complete their outlines. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the while/chalk board or project it). Ask students to read aloud sections of their outline to the class. CLOSING: <ol style="list-style-type: none"> Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively? Ask students to share out responses as a whole class.
Additional Attachments:  Body_Paragraph_Outline.doc  Body_Paragraph_Outline.pdf  Body Paragraph-Student Work.pdf  Sample Body Paragraph Outline.pdf				

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	REVISING FOR TONE One thing good writers do is they make sure their writing is the correct tone for their audience. Your paper has a formal tone. Revise it to make sure it reads as formal	Student meets expectations if: <ul style="list-style-type: none"> At least five words are changed. The replacement words are formal in tone. 	*Need dictionaries, thesauri, or the internet! 1. Provide students with a definition of tone: the way a text (or voice) sounds. Today, we will think about two tones: <i>casual</i> and <i>formal</i> . Casual is how you talk with friends and family. Formal is how you talk when you are trying to get a job, or an A on an essay. 2. Which is casual? Which is formal? Why? She walked to the store and got candy. She ambled to the corner market and purchased confections. Explain how a thesaurus works, invite students to try in the next step... **Be sure to remind students not to use words that they don't know! 2. With a partner: Consider the following phrases, and try to rephrase them so they are formal using a thesaurus. I got football after class so I wont be catching the bus until late. --> She always gets mad when I make a joke --> 3. When you made these phrases more formal, what changed? (how long they were, the vocabulary) 4. Now, using the same tools, go back to your essays and make them more formal. 5. End of class: share out your best revision.
30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
30 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<i>None</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided