Unit Title: Making Healthy Choices

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: APRIL 3, 2015
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Movement Competence and Understanding</td>
<td>1. Demonstrate the elements of movement in combination with a variety of locomotor skills</td>
<td>PE09-GR.2-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate control and balance in traveling and weight-bearing activities using a variety</td>
<td>PE09-GR.2-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>of body parts and implements</td>
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<tr>
<td></td>
<td>3. Use feedback to improve performance</td>
<td>PE09-GR.2-S.1-GLE.3</td>
</tr>
<tr>
<td>2. Physical and Personal Wellness</td>
<td>1. Recognize the importance of making the choice to participate in a wide variety of activities</td>
<td>PE09-GR.2-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>that involve locomotion, non-locomotion, and manipulation of objects outside of physical</td>
<td></td>
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<tr>
<td></td>
<td>education class</td>
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<td></td>
<td>2. Identify good brain health habits</td>
<td>PE09-GR.2-S.2-GLE.2</td>
</tr>
<tr>
<td>3. Emotional and Social Wellness</td>
<td>1. Demonstrate positive and helpful behavior and words toward other students</td>
<td>PE09-GR.2-S.3-GLE.1</td>
</tr>
<tr>
<td>4. Prevention and Risk Management</td>
<td>1. Apply rules, procedures, and safe practices to create a safe school environment with little</td>
<td>PE09-GR.2-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>or no reinforcement</td>
<td></td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

**Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently

**Information Literacy:** Untangling the Web

**Collaboration:** Working Together, Learning Together

**Self-Direction:** Own Your Learning

**Invention:** Creating Solutions

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Healthy Choices</td>
<td>2-4 weeks</td>
<td>4</td>
</tr>
</tbody>
</table>

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2nd Grade, Physical Education  Unit Title: Making Healthy Choices  Page 1 of 12
Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Making Healthy Choices</th>
<th>Length of Unit</th>
<th>2-4 weeks</th>
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</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Personal Health and Wellness</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.2-GLE.2 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• What is your role in maintaining a positive learning environment that everyone can enjoy? (PE09-GR.2-S.3-GLE.1-EO.b; IQ.3,4; RA.1,2; N.1,2)</td>
<td></td>
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</tr>
<tr>
<td>• Why is sleep important to the brain? (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3; N.2)</td>
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<td></td>
</tr>
<tr>
<td>Unit Strands</td>
<td>Movement Competency Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Personal Wellness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking and reasoning; interpretation; self-direction; responsibility; practice; application, awareness; cause and effect; identification; knowledge; laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generalizations
My students will **Understand** that...

| Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits. (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) | What amount of time should you sleep each night? | How does sleep affect the brain? |
| 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) | Which foods are good for a healthy brain? | How does food interact with the brain? |
| Knowledge of the body’s fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking around food choices. (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1) | What foods are good for the body when the body is active? | How does your body use food for fuel? |
## Critical Content:

<table>
<thead>
<tr>
<th>My students will <strong>Know...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Methods to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4)</td>
</tr>
<tr>
<td>• Brain-healthy foods (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4)</td>
</tr>
<tr>
<td>• Role of water as an essential nutrient for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1)</td>
</tr>
<tr>
<td>• Fuel requirements of the body during physical activity and inactivity (PE09-GR.2-S.2-EO.a,b; IQ.1; RA.1,2)</td>
</tr>
<tr>
<td>• Healthy food choices to fuel the body (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2)</td>
</tr>
<tr>
<td>• Proper amount of sleep to get every night (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3)</td>
</tr>
<tr>
<td>• Changes in the body during exercise and how that makes you feel (PE09-GR.2-S.2-GLE.2-EO.d,e; IQ.1,3; RA.1,4; N.1,2)</td>
</tr>
</tbody>
</table>

## Key Skills:

<table>
<thead>
<tr>
<th>My students will be able to <strong>(Do)...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify methods to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4)</td>
</tr>
<tr>
<td>• Identify brain-healthy foods (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4)</td>
</tr>
<tr>
<td>• Describe the role of water as an essential nutrient for the body and brain (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1)</td>
</tr>
<tr>
<td>• Explain the fuel requirements of the body during physical activity and inactivity (PE09-GR.2-S.2-EO.a,b; IQ.1; RA.1,2)</td>
</tr>
<tr>
<td>• Identify healthy food choices to fuel the body (PE09-GR.2-S.2-GLE.2-EO.a,b; IQ.1; RA.1,2)</td>
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<tr>
<td>• Determine the proper amount of sleep to get every night (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3)</td>
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<tr>
<td>• Identify changes in the body during exercise and how that makes you feel (PE09-GR.2-S.2-GLE.2-EO.d,e; IQ.1,3; RA.1,4; N.1,2)</td>
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</tbody>
</table>

## Critical Language:

**includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.**

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire.”

A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Billy understands that a healthy body and brain are needed to have a healthy lifestyle.**

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Critical thinking, interpretation, self-direction, responsibility, cause and effect, identification, citizenship, homeostasis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Rules, cooperation, healthy, activity, inactivity.</td>
</tr>
</tbody>
</table>

2nd Grade, Physical Education  
Unit Title: Making Healthy Choices
## Unit Description:
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. The unit culminates with students applying and defending healthy habit choices by participating in an activity where they analyze the value of nutrition, sleep, water and exercise choices. Students will correctly place each healthy choice (beanbag, picture, polyspot) in the corresponding category, (GO, SLOW, NO). Students will defend choices to peers during a gallery walk.

## Considerations:
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:
- District requirements
- Economic Status of families
- Equipment resources
- Administrative support
- Cultural considerations
- MVPA

This unit was written to address the grade level outcomes. Additional considerations may include:
- Time spent with students (e.g. length of class, number of days a week)
- Part time teacher vs. full time teacher
- Available space

## Unit Generalizations

### Key Generalization(s):
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits.

### Supporting Generalizations:
Knowledge of body's fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking around food choices.
Identification of healthy brain habit facilitates the application of learned ideas and concepts.

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

### Claims:
(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits.

### Stimulus Material:
(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)
As a student athletic coach, you have been asked to select actions and activities to prepare a healthy athlete for a competition. You will participate in activities to analyze the value of nutrition, sleep, water and exercise choices for athletes. You will present your chosen activity to a panel of peer/health advocates and defend your choices in a gallery walk.

### Product/Evidence:
(Expected product from students)
To select these activities, students will collect items from the center of the gym and bring them back to their area. They will run from your space to a pile of pictures representing nutrition, sleep, water, and exercise choices. Once you are back you will be deciding if your item belongs in the GO (green) hula hoop, SLOW (yellow) hula hoop or the NO (red) hula hoop. When all items are gone, re-check where you have placed each item. When each group is finished, you will check two other teams’ hoops (gallery walk) to see if you agree with their choices to prepare a healthy athlete. They will correctly place each healthy choice (beanbag, picture, polyspot) in the corresponding category. (GO, SLOW, NO)
## Differentiation:
(Multiple modes for student expression)

The activity can be done as an individual or with teacher assigned partners.

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

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Enough to Eat by Lizzy Rockwell (Lexile range 390-490)</td>
<td>The Animals Sleep: A Bedtime Book of Biomes by Thomas M. Heffron (Lexile range 390-490)</td>
</tr>
<tr>
<td>MyPlate and You by Gillia M. Olson (Lexile range 390-590)</td>
<td>I See the Animals Sleeping: A Bedtime Story by Thomas M. Heffron (Lexile range 390-490)</td>
</tr>
<tr>
<td>The Monster Health Book by Edward Miller (Lexile range 390-490)</td>
<td></td>
</tr>
</tbody>
</table>

## Ongoing Discipline-Specific Learning Experiences

1. **Description:** Think/Work like an athletic coach: 
   Healthy Habits

   **Teacher Resources:** [https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyjLtizyAT4poCYDQ&ved=0CDUQsAQ](https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyjLtizyAT4poCYDQ&ved=0CDUQsAQ) (Images of Healthy habits for elementary students)

   **Student Resources:** [https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyjLtizyAT4poCYDQ&ved=0CDUQsAQ](https://www.google.com/search?q=Healthy+habits+for+elementary+students&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=UU1dVLyjLtizyAT4poCYDQ&ved=0CDUQsAQ) (Images of Healthy habits for elementary students)

   **Skills:** Identifying healthy habits and their benefits

   **Assessment:** Students will list two healthy habits and the benefits of practicing healthy habits on a sticky note to be placed on healthy word wall.

2. **Description:** Think/Work like an athletic coach: 
   Decision Making

   **Teacher Resources:**

   **Student Resources:**

   **Skills:** Identifying personal healthy habits

   **Assessment:** Students will write a reflection on a decision they made surrounding a healthy choice and place the reflection on a word wall (Unit wall).

## Prior Knowledge and Experiences

The learning experiences build on a presumed student working knowledge of health and choices associated with living a healthy lifestyle. This unit will continue to introduce and develop understanding of healthy habits and the factors related to maintaining and building a healthy lifestyle, such as nutritious food choices, healthy brain habits, healthy sleep habits and water consumption.
## Learning Experience # 1

The teacher may introduce the benefits of healthy habits so students can begin making connections between healthy choices and feeling better. (e.g. more energy, sleep better, more focus, feel better, look better, stronger bones, stronger muscles, better grades, stronger heart)

### Generalization Connection(s):
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits

### Teacher Resources:
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.U9gEI4BdV6M (Healthy heart tag)

### Student Resources:
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.U9gEI4BdV6M (Healthy heart tag)

### Assessment:
Students will play a tag game to reinforce the benefits of healthy habits. When tagged, the student freezes, and becomes unfrozen when they tell the teacher or a peer a health habit and benefit of being healthy.

### Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use modified activities to demonstrate benefits of healthy habits (e.g. draw picture of two benefits of healthy habits)</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may have the students write the benefits on the Unit Word Wall <a href="http://www.vrml.k12.la.us/graphorgan/18strat/strat/brain/gifs/web.jpg">http://www.vrml.k12.la.us/graphorgan/18strat/strat/brain/gifs/web.jpg</a> (Example of word web wall)</td>
<td>Students may use a word web wall to illustrate the benefits of healthy habits</td>
</tr>
</tbody>
</table>

### Critical Content:
- Food that fuels the body
- Healthy Choices

### Key Skills:
- Identify benefits of healthy habits/choices
- Categorize the types of foods that will fuel the body

### Critical Language:
- Benefits, Healthy habits, Sleep, Water, Exercise, Nutrition

## Learning Experience # 2

The teacher may introduce healthy food choices so students can begin to understand the types of food necessary for a balanced diet.

### Generalization Connection(s):
Knowledge of the body’s fuel requirements during active and inactive times encourages student’s reasoning, awareness, and critical thinking around food choices
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### Teacher Resources:
- Physical Best Activity Guide 6-11 Paperfood.pdf (Printable food pictures)
- Physical Best Activity Guide 6-05b Food (Printable food pictures)

### Student Resources:
- [http://simplekids.net/make-your-own-backyard-obstacle-course/](http://simplekids.net/make-your-own-backyard-obstacle-course/) (Backyard obstacle course)
- [http://www.brainpop.com/health/nutrition/](http://www.brainpop.com/health/nutrition/) (Brain Pop movie about eating healthy)
- [http://www.marissaoneill.com](http://www.marissaoneill.com) (Physical Education and Health)

### Assessment:
Students will play the healthy food frenzy game [http://www.peuniverse.com/Videos/detail.cfm?post_id=133](http://www.peuniverse.com/Videos/detail.cfm?post_id=133) and collect colored bean bags that represent healthy foods from each food group.

### Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)
- **Access (Resources and/or Process):** The teacher may provide T-chart for students to categorize food choices
- **Expression (Products and/or Performance):** Students may view pictures of foods and categorize the foods as healthy vs. unhealthy using a t-chart

### Extensions for depth and complexity:
- **Access (Resources and/or Process):** N/A
- **Expression (Products and/or Performance):** N/A

### Critical Content:
- Food that fuels the body
- Healthy Choices

### Key Skills:
- Identify healthy food choices to fuel the body

### Critical Language:
- Benefits, Healthy habits, Sleep, Water, Exercise, Nutrition, Fuel requirements, Active/inactive, Reasoning, Awareness, Critical thinking

### Learning Experience # 3

The teacher may describe the role water plays as an essential nutrient so students can understand how water affects different physical functions (e.g. improves digestion, thinking, memory, etc.)

### Generalization Connection(s):
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits

### Teacher Resources:
- [http://www.thephysicaleducator.com/blog/files/wellness-month.html](http://www.thephysicaleducator.com/blog/files/wellness-month.html) (Blog post where school completed wellness month, one week was hydration week)
- [http://www.95210.org/water](http://www.95210.org/water) (Role of water, ways to drink more water)
- [http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png](http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png) (What is my Pee telling me Info graphic)
- [http://www.95210.org/water](http://www.95210.org/water) (Role of water, intake log, ways to drink more water)
- [http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png](http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png) (What is my Pee telling me Info graphic)
### Student Resources:
- [http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png](http://www.thephysicaleducator.com/resources/Blog-Downloads/Wellness-Month/Pee-Chart.png) (What is my Pee telling Me Infographic)
- [http://www.nasa.gov/audience/foreducators/trainlikeanastronaut/education/hydration-station.html](http://www.nasa.gov/audience/foreducators/trainlikeanastronaut/education/hydration-station.html) (Hydration activity)

### Assessment:
Students will use a water intake log to record the amount of water they drink for one day. [http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg](http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg) (Printable water intake log)

### Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)

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<thead>
<tr>
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<th>Expression (Products and/or Performance)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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### Extensions for depth and complexity:

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<tr>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students will use a water intake log to record the amount of water they drink for one week. <a href="http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg">http://www.creative-calendars.com/wp-content/uploads/2013/10/8-glasses.jpg</a> (Printable water intake log)</td>
</tr>
</tbody>
</table>

### Critical Content:
- Water as an essential nutrient
- Hydration
- Water intake requirements

### Key Skills:
- Describe the role of water as an essential nutrient for the body and brain
- Cause and effect of water intake on the brain

### Critical Language:
- Water intake, H2O, Hydration, Essential, Nutrient, Fatigue, Brain function, Memory

## Learning Experience # 4

The teacher may introduce fuel requirements (i.e. food intake) during activity and inactivity so students can distinguish different kinds of fuel required for various activity levels.

### Generalization Connection(s):
Knowledge of the body’s fuel requirements during active and inactive times encourages students reasoning, awareness, and critical thinking around food choices.

### Teacher Resources:
- [www.togethercounts.com/at-school/lesson-plans/physical-activity-and-energy-0](http://www.togethercounts.com/at-school/lesson-plans/physical-activity-and-energy-0) (Lesson plans for physical activities)

### Student Resources:

### Assessment:
Students will participate in multiple activity stations and record the necessary fuel requirement needed (low, medium, or high) for each activity. (e.g. cup stacking station student would record low (L) fuel requirement, shooting baskets student would record medium (M) fuel requirement, and soccer student would record high (H) fuel requirement.)
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Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)

Access (Resources and/or Process)

The teacher may assign partners, may color code stations to align with fuel requirements (e.g. cup stacking station, low fuel requirement station would have red cone, medium fuel requirement station would have yellow cone).

Expression (Products and/or Performance)

Students may work with a partner to determine the fuel requirement needed for each activity.

Extensions for depth and complexity:

Access (Resources and/or Process)

N/A

Expression (Products and/or Performance)

N/A

Critical Content:

- Fuel requirement
- Energy level

Key Skills:

- Explain the fuel requirements of the body during physical activity and inactivity
- Identify healthy food choices to fuel the body

Critical Language:

Fuel, Nutrition, Active, Inactive, Requirements, Energy

Learning Experience # 5

The teacher may examine healthy sleep habits so students can begin to make connections between sleep habits and daily health effects.

Generalization Connection(s):

Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits

Teacher Resources:

http://school.sleepeducation.com/K-2.aspx (Classroom teacher resource)
http://www.pecentral.org/lessonideas/SleepRecipeBulletinBoard.pdf (Bulletin Board sample)
http://www.pecentral.org/bulletinboard/ViewBulletinBoard.asp?ID=1744 (It all adds up to a healthier you bulletin board)

Student Resources:

http://www.sleepforkids.org (Resource of sleep information)
http://www.pinterest.com/pin/446841594250393938/ (Sleep requirement chart)

Assessment:

Students will chart their level of physical activity for one week and record the number of hours of sleep they had during the previous night. Students will evaluate how the amount of sleep impacted their level of activity each day.

http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf (Three column chart)

Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)

Access (Resources and/or Process)

N/A

Expression (Products and/or Performance)

Students may discuss one on one with the teacher the effects their level of sleep had on their physical activity (e.g. more energy, better focus, less crying, less fatigue).
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</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
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</table>

#### Critical Content:
- Proper amount of sleep

#### Key Skills:
- Determine the proper amount of sleep to get every night

#### Critical Language:
- Sleep, Deprivation, Healthy habits

#### Learning Experience # 6

The teacher may introduce brain-based exercises so students can begin to discover practices that help make a healthy brain.

**Generalization Connection(s):**
Identification of healthy brain habit facilitates the application of learned ideas and concepts

**Teacher Resources:**

**Student Resources:**
- [http://www.funbrain.com/kidscenter.html](http://www.funbrain.com/kidscenter.html) (Fun brain games for kids)

**Assessment:**
Students may draw a picture on a sticky note, and place the sticky note on color coordinated poster paper to represent healthy brain habits

**Differentiation:**
(Multiple means for students to access content and multiple modes for students to express understanding.)

**Extensions for depth and complexity:**
- Teacher may provide color coded poster paper representing each category of brain health. (i.e blue marker=drinks water, red sticky note=exercise 60 minutes/day)

**Access (Resources and/or Process):**
- Teacher may provide think-pair-share time so students may predict what consequences would result from not practicing one of the healthy brain habits.

**Expression (Products and/or Performance):**
- Students may work with a partner to draw a picture on a sticky note, and place the sticky note on color coordinated poster paper to represent healthy brain habits.

**Critical Content:**
- Brain Health

**Key Skills:**
- Identify methods to keep the brain healthy and ready to learn
- Identify brain-healthy foods
- Describe the role of water as an essential nutrient for the body and brain

**Critical Language:**
- Brain, Essentials, Healthy food, Exercise, Sleep, Water intake, Methods
Learning Experience # 7

The teacher may review healthy habit concepts so students can assess the inventory of healthy habits incorporated into their life.

Generalization Connection(s):
Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits

Teacher Resources:
https://docs.google.com/document/d/1Ws2kCgVVZUmEhCl0PD3yuS9f71Y2mbL3h71cEu2yXM/edit?pli=1 (Healthy Habits Triathlon Challenges)
https://docs.google.com/document/d/1GYVpP7eOd2SG5oiWmJLUqy4UZbpzbsbn8oRO6HFenQgS/edit?pli=1 (Healthy Habits Triathlon Instruction - running track “triathlon” so that students may comprehend how consequences of healthy choices make them look and feel)

Student Resources:
https://docs.google.com/document/d/1GYVpP7eOd2SG5oiWmJLUqy4UZbpzbsbn8oRO6HFenQgS/edit?pli=1 (Healthy Triathlon Instruction - running track “triathlon” so that students may comprehend how consequences of healthy choices make them look and feel)

Assessment:
The teacher may provide reflection time after the Healthy habits triathlon (see teacher resources) for think-pair-share for the following questions:
- How did the healthy choices make you feel?
- How did the unhealthy choices make you feel?
- How can you connect how you felt to your daily habits? (e.g. students discuss with partner how healthy choices made their activity faster, easier, more fun, how unhealthy choices made their activities more difficult, and slower)

Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)
Teacher may assign partners for think-pair-share
N/A

Extensions for depth and complexity:
Access (Resources and/or Process)
N/A
Expression (Products and/or Performance)
Students may develop one personal goal to improve a health-related habit and share with the class

Critical Content:
- Healthy Habits
- Food Choices
- Activity/Inactive
- Sleep
- Water Intake

Key Skills:
- Identify benefits of healthy habits
- Identify healthy habits
- Identify healthy food choices to fuel the body
- Describe the role of water as an essential nutrient for the body and brain
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th><strong>Unit Title:</strong> Making Healthy Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cause and effect of water intake on the brain</td>
</tr>
<tr>
<td>• Explain the fuel requirements of the body during physical activity and inactivity</td>
</tr>
<tr>
<td>• Determine the proper amount of sleep to get every night</td>
</tr>
<tr>
<td>• Identify methods to keep the brain healthy and ready to learn</td>
</tr>
</tbody>
</table>

**Critical Language:**

- Healthy habits
- Consequences
- Goal setting
- Application
- Food
- Water intake
- Exercise
- Sleep