

Health 2: Decision Making/ Nutrition

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health. - CDCP.5 demonstrate the ability to use decision-making skills to enhance health. - CDCP.7 demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - every decision to be made has multiple choices with a variety of positive and negative outcomes. - impactful decisions should involve consideration of all aspects of the DECIDE Model. - a person's decisions related to eating behaviors and food directly effect their level of physical/emotional health.	ESSENTIAL QUESTIONS How will the choices you make about food directly affect different dimensions of health?
	Acquisition	
	Students will know... - the steps of the DECIDE model. - that reflection after a decision is an important part of learning. - that there are differences between disordered eating and the three eating disorders. - the pros and cons of eating at home vs. dining out at a restaurant. - the most beneficial food preparation techniques for one's health as well as cooking techniques to avoid. - the most current best choices related to meal ingredients (fats, sugars, carbohydrates/grains, etc... - the possible health outcomes due to poor food choices (obesity, heart disease, diabetes, cancers, high blood pressure, metabolic syndrome, and	Students will be skilled at... - applying the DECIDE model for decision making for a variety of situations/choices that promotes health. - identifying warning signs of eating disorders - evaluate the pros and cons of various fad diets and styles of eating. - evaluating a situation that appears unhealthy and may require treatment services. - applying food ordering strategies that promote one's health. - planning a personal food shopping list that meets their nutritional and budget requirements.

	other chronic diseases). - the benefits of eating a well rounded diet that follows the Harvard Healthy Eating plate. - the strategies for overcoming barriers to healthful eating. - that there are influences on food choices and eating habits. <u>vocabulary:</u> organic vs. conventional grown, styles of eating (organic, low carb diet, weight watchers, gluten free, paleo, Mediterranean, the Zone Diet) anorexia, bulimia, binge eating disorder/OOD, disordered eating, purging, inpatient vs. outpatient treatment, glycemic index,	
Content Area Literacy Standards		21st Century Skills
- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. - RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. - RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. - RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. - WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>reason effectively</i> <i>make judgments and decisions</i> <i>solve problems</i> <i>be self-directed learners</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 5.12.1 Examine barriers that can hinder healthy decision making. 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. 5.12.4 Generate alternatives to health-related issues or problems. 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. 5.12.6 Defend the healthy choice when making decisions. 5.12.7 Evaluate the effectiveness of health-related decisions. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials