

## *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: Fit for Life!**

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**District: Cape Henlopen**

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

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### **Summary of Unit**

Physical activity and good nutrition provide health benefits that last a lifetime. In this unit, students will identify the benefits of regular and consistent physical activity. They will examine the nutritional value of food groups and describe how dietary guidelines are used to analyze nutritional components of food. Finally, they will investigate how physical activity and good nutrition impact predispositions, family traits, and body types.

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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 and Physical Activity
- 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(s) and/or Content Standards and that are transferable to new situations.

Personal nutrition and physical activity are essential to lifelong wellness.

#### **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.
- Why have a life plan for fitness?
- What influences fitness?
- What does it mean to be well?

#### **Knowledge and Skills**

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

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

- Their personal and family medical history—cholesterol levels, diabetes, weight issues, and blood pressure.
- The important physical activity criteria of frequency, intensity, and time.
- Important lifetime weight management skills.
- Causes and characteristics of diabetes.

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

- Develop a personal nutrition and physical activity plan that is essential to lifelong wellness.
- Develop a nutrition and physical activity plan that will reduce the risk of diabetes/high blood pressure.

## **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)

You just became aware that diabetes exists in your family. Because of this risk factor, you may be at risk for developing diabetes later in life. Your task is to develop a personal action plan for reducing your risk. Given the knowledge and skills you have learned, explain why this is the potentially best plan for you and possible challenges that may impact your plan in the future.

### **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 and defend an action plan that demonstrates an in-depth understanding of personal nutrition and physical activity. Student's plan grasps a complete and thorough understanding of reducing the risks of diabetes and cites strategies for supporting a healthy life plan. This plan allows for change in the future and notes specific challenges that may impact this plan.
  3. Student is able to create an action plan that demonstrates a relevant understanding of personal nutrition and physical activity. Student's plan demonstrates reasonable understanding of reducing the risks of diabetes and cites adequate strategies for supporting a healthy plan. This plan allows for some change in the future and notes solid challenges that may impact the plan.
  2. Student action plan shows limited understanding of personal nutrition and physical activity and cites few strategies for supporting a healthy plan. Student's plan shows partial understanding of the challenges that may impact this plan.
  1. Student action plan shows little or no understanding of personal nutrition and physical activity. Student's plan lacks clarity and is difficult to follow. Plan shows no understanding of the challenges that may impact this plan in the future.

## 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).



Appendix A -  
Nutrition and Physical

- Student Resource Activity sheet—Lesson One, Appendix A
- True/false questionnaire
- Chart describing planning a personal action plan

## 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).

Reflective journal on activities that promote physical activity and disease prevention.

## Stage 3 – Learning Plan

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

### 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: Nutrition and ME!
- Lesson 2: How Can Physical Activity Help Me?
- Lesson 3: Do I Have a Choice?



Lesson 1 Nutrition and Me



Lesson 2 How Can PA Help Me?



Lesson 3 Do I Have a Choice?

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- [www.healthteacher.com](http://www.healthteacher.com)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.bam.gov](http://www.bam.gov)
- [www.humankinetcs.com/eJournal/Mediapdfs/5355.pdf](http://www.humankinetcs.com/eJournal/Mediapdfs/5355.pdf)

### Teaching Tips

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

Students may have difficulty understanding predisposition. Lesson may require explanation of predisposition to diabetes, in particular, and basic genetic risk factors.

### 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.
- Integrate interactive sites of the Worldwide Web.
- Include peer helpers and coaches as necessary. Some students may need to work with a buddy.

## 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 is used throughout this unit as technology aids the student in assessing dietary and physical activity needs and then projects those findings onto prevention of disease (diabetes) by risk reduction.

## 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.

This unit would be enhanced by a dietitian or nutritionist, a visiting exercise physiologist, or other knowledgeable professional who could emphasize the importance of balanced diet with exercise and proper weight management.