

	Students participate in role-play activities after reviewing resistance skills. E-2	
	Resources: Health Smart ETR Associates www.healthteacher.com www.drugabuse.gov Substance Abuse Prevention Activities by Patricia Rizzo Toner And other similar materials.	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 Nutrition

June 2017

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New Milford Board of Education

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Scott Hoffman

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...select foods based on their nutrient content to create meals that incorporate all 6 essential nutrients and describe their role/major function in the body.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>all 6 essential nutrients play an important role in maintaining/improving normal functions of the body.</p> <p>a healthy diet can prevent diseases.</p> <p>it is critical to self-monitor diet as a personal age appropriate responsibility.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What needs to be understood about the six essential nutrients and their role in health status?</p> <p>What dietary goals can improve health?</p>

<p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Students will know...</i></p> <p><i>the six essential nutrients and their major function in the body. common foods each nutrient can be found in. symptoms of lacking specific nutrients. healthy vs unhealthy types of three of the six nutrients. nutrients they are lacking in vs have in excess in their diet.</i></p>	<p><i>Students will be skilled at...</i></p> <p>selecting foods and creating meals based on nutrients types.</p> <p>identifying nutrients and their major function in the body.</p> <p>identifying nutrients a person has in excess or a deficiency in based on health symptoms.</p> <p>evaluating their diet and setting dietary goals.</p>
Acquisition		

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<p>Healthy and tasty menu plan. Neat and organized chart showing diet related symptoms, a daily healthy meal plan, and a breakdown of nutrients in each meal. Well written and informative letter for the board to review.</p> <p>Teacher Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>G- To improve the health and educate medical patients who have dietary related health problems. R- You are a dietary consultant for a local hospital. A- A medical board of retired doctors and doctors with no training in current nutritional knowledge. S- A medical board from a local hospital has reached out to nutritional consultants who can help them to develop a dietary plan for a number of their patients. Each patient has different medical problems, many of which are directly related to diet. P- Students working in teams, all have been given a patient in which student nutritionists have to develop a patient chart that doctors can follow which identifies specific symptoms proper nutrition can improve, the nutrients either lacking in or being eaten in excess, and a daily dietary meal plan that can improve patient symptoms/health problems with a breakdown of all nutrients for each meal. In order to receive payment, students must also write a letter to the medical board explaining what was concluded using dietary expertise and explaining plans in place for doctors to follow. S- Healthy and tasty menu plan. Neat and organized chart showing diet related symptoms, a daily healthy meal plan, and a breakdown of nutrients in each meal. Well written and informative letter for the board to review.</p>

		<p>OTHER EVIDENCE:</p> <p>Quiz, review games, worksheets, diet evaluation</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<i>Quiz</i>	
<p>A TM M A TM M TMA</p>	<p>Summary of Key Learning Events and Instruction</p> <p>Students agree/disagree with common dietary myths. H Teacher explains what the unit objectives are and a brief description of the performance task students will be working on. W Students complete worksheet on the three calorie containing nutrients. E After reviewing the first three nutrients, students will select cardboard food cut-outs creating small meals based on the types of carbohydrates, fats, and complete/incomplete proteins. E-2, R, T Students complete a matching worksheet and display answers on the board for review of the first three nutrients. E-2 Students receive worksheets on Vitamins ADEK + BC and minerals Calcium, Potassium, Zinc, Iron, Sodium + fiber to review with a partner. E Students review scenarios of people who are experiencing diet related symptoms and have to investigate what essential nutrients people in the scenarios have too much or not enough of and also what foods they can be found in. E-2, R,</p>	<p>Progress Monitoring</p> <p>quiz agree vs disagree teacher guided discussion worksheets created meals matching worksheet nutrient investigation review game self-evaluations</p>

Students play a review game of all 6 essential nutrients. **R**
Students use choosemyplate.gov to receive personalized caloric intake sheets to record and compare their diets. After entering their daily diet, breaking it into food groups, and calculating servings, students evaluate their diets and set dietary goals to make improvements. **E, E-2, R, T**

Sources: Health Smart ETR Associates
www.choosemyplate.gov
And other similar materials.

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Communicable Diseases and
Relationships

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UbD Template 2.0

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
<p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p><i>Students will be able to independently use their learning to make responsible decisions in dating relationships.</i></p>	
<p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>Sexually active teens are at risk for developing sexually transmitted diseases.</i></p> <p><i>Having sex is a huge responsibility.</i></p> <p><i>Consent must actively given and never assumed.</i></p> <p><i>It's easy to confuse infatuation and love where major decisions may be made.</i></p> <p><i>There are many positive reasons for maintaining abstinence.</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>What role does disease play in relationships?</p> <p>What skills can prevent sexual abuse and developing sexually abusive behaviors?</p> <p>What needs to be considered to maintain a healthy responsible relationship?</p>

<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their</p>	<p><i>Students will know...</i></p> <p><i>Signs, symptoms, routes of transmission, statistics, and ways to prevent STDs/STIs and HIV</i></p> <p><i>The risk level for acquiring HIV in different scenarios.</i></p> <p><i>The difference between love and infatuation.</i></p> <p><i>How to identify consent and consent laws.</i></p> <p><i>Reasons for maintaining abstinence.</i></p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the warning signs of STDs/STIs.</p> <p>Identifying qualities in a loving and healthy relationship.</p> <p>Identifying consent.</p> <p>Advocating for abstinence.</p>
Acquisition		

<p>own views in light of the evidence presented.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,M,A	Teacher Rubric	PERFORMANCE TASK(S): G- To increase awareness of making healthy decisions in relationships. R- Working for a local counseling center to improve decision making among teens. A- Teens S- The center is seeing an increase in relationship related problems including STDs. P- A brochure that shows knowledge of STDs, Love/Infatuation, healthy relationships and reasons for maintaining abstinence. S-

		<p>OTHER EVIDENCE:</p> <p>Student STD scenario identifications. Rating HIV situations. Identifying love/infatuation scenarios Identifying consent Letters that advocate for maintaining abstinence.</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	Students complete a worksheet on communicable diseases and related terms. W, E	Student STD scenario identifications.
M	Students participate in an activity to simulate how STDs spread within a community. W, H	Rating HIV situations.
TM	Students participate in an activity where they have to identify STDs. E, E-2, R, T Students review STDs with the teacher. E-2	Identifying love/infatuation scenarios
A	Students research basic facts about HIV/AIDS. E-2 Students watch a video on how HIV is transmitted. E-2	Identifying consent
TM	Students participate in an activity where they rate situations as definite risk, high risk, low risk or no risk. R, T Students think, pair, share their perception of Love vs Infatuation and then with the teacher. E, E-2 Students discuss the importance of knowing the difference between love and infatuation. E	Letters that advocate for maintaining abstinence.
M	Students read a story and identify examples of love and infatuation. E-2	
T	Students work on scenarios identifying them as love or infatuation. E-2	

<p>A M MA T</p>	<p>Students review the definition of consent, then practice identifying consent in scenarios. E-2, R Students view and discuss a video and the CT age related law on consent. E-2, R Students listen to a story and discuss reasons people delay sexual activity and maintain abstinence. E, R Students advocate for maintaining abstinence. E-2</p> <p>Resources: Health Smart ETR Associates Sex Education: the missing pieces by Patricia Rizzo Toner AdvocatesforYouth.org And other similar materials.</p>	
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