Appendix: Sample 6-Page Template

Use the following completed six-page template as a guide as you design your own UbD units.

**Unit Cover Page**

- **Unit Title:** You Are What You Eat
- **Grade Levels:** 5th
- **Subject/Topic Areas:** Health and Nutrition
- **Key Words:** nutrition, health, wellness, balanced diet, food pyramid
- **Designed by:** Bob James
- **Time Frame:** 3 weeks
- **School District:** Montgomery Knolls P.S.
- **School:** Cheshire Cat Elem.

**Brief Summary of Unit (including curricular context and unit goals):**

In this introductory unit of the health education course, students will learn about human nutritional needs, the food groups, the nutritional benefits of various foods, the USDA food pyramid guidelines, and health problems associated with poor nutrition. They will design an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living, work in cooperative groups to analyze a hypothetical family's diet and recommend ways to improve their nutritional value, and conduct research on health problems resulting from poor eating habits.

In the culminating performance task, students develop and present a proposed menu for an upcoming three-day outdoor education program. Their menu for meals and snacks should meet the USDA food pyramid recommendations. The unit concludes with students evaluating their personal eating habits and the extent to which they eat healthily.

**Unit design status:**
- ✔ Completed template pages—Stages 1, 2, and 3
- □ Completed blueprint for each performance task
- □ Completed rubrics
- □ Directions to students and teachers
- □ Materials and resources listed
- □ Suggested accommodations
- □ Suggested extensions
- Status: ○ Initial draft (date 3/12) ✔ Revised draft (date 7/14)
- ✔ Peer reviewed ✔ Content reviewed ✔ Field tested ○ Validated ○ Anchored
Stage 1—Identify Desired Results

Established Goals:

Standard 6—Students will understand essential concepts about nutrition and diet.
   6a—Students will use an understanding of nutrition to plan appropriate diets for themselves and others.
   6c—Students will understand their own individual eating patterns and ways in which those patterns may be improved.

What essential questions will be considered?

- What is healthful eating?
- Are you a healthful eater? How would you know?
- How could a healthy diet for one person be unhealthy for another?
- Why are there so many health problems in the United States caused by poor nutrition despite all the available information?

What understandings are desired?

- Students will understand that...
  - A balanced diet contributes to physical and mental health.
  - The USDA food pyramid presents relative guidelines for nutrition.
  - Dietary requirements vary for individuals based on age, activity level, weight, and overall health.
  - Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits.

What key knowledge and skills will students acquire as a result of this unit?

Students will know...

- Key terms—protein, fat, calorie, carbohydrate, cholesterol.
- Types of foods in each food group and their nutritional values.
- The USDA food pyramid guidelines.
- Variables influencing nutritional needs.
- General health problems caused by poor nutrition.

Students will be able to...

- Read and interpret nutrition information on food labels.
- Analyze diets for nutritional value.
- Plan balanced diets for themselves and others.
Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

You Are What You Eat—Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. Offer younger students ideas for breaking bad eating habits.

Chow Down—Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA food pyramid recommendations, yet it is tasty enough for the students). Include at least one modification for a specific dietary condition (diabetic or vegetarian) or religious consideration.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:
(e.g., tests, quizzes, prompts, work samples, observations)

Quiz—The food groups and the USDA food pyramid

Prompt—Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Skill Check—Interpret nutritional information on food labels.

Student Self-Assessment and Reflection:

1. Self-assess the brochure, You Are What You Eat.
2. Self-assess the camp menu, Chow Down.
3. Reflect on the extent to which you eat healthfully at the end of unit (compared with the beginning).
Assessment Task Blueprint

What understandings or goals will be assessed through this task?

Students will plan appropriate diets for themselves and others.

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Nutritionally sound
- Comparison of taste vs. nutrition
- Feasible

Through what authentic performance task will students demonstrate understanding?

Task Overview:

Since we have been learning about nutrition, the camp director at the Outdoor Ed Center has asked us to propose a nutritionally balanced menu for our three-day trip to the center later this year. Using the USDA food pyramid guidelines and the nutrition facts on food labels, design a plan for three days, including the three main meals and three snacks (a.m., p.m., and campfire). Your goal is a tasty and nutritionally balanced menu. In addition to your menu, prepare a letter to the camp director explaining how your menu meets the USDA nutritional guidelines. Include a chart showing a breakdown of the fat, protein, carbohydrates, vitamins, minerals, and calories.

What student products and performances will provide evidence of desired understandings?

Menu with chart of nutritional values
Letter to camp director

By what criteria will student products and performances be evaluated?

- Menu meets USDA guidelines
- Nutritional values chart is accurate and complete
- Menu addresses the audience and the situation
- Effective explanation of nutritional value and taste appeal of proposed menu
- Proper letter form
- Correct spelling and conventions
Stage 3—Plan Learning Experiences

WHERE TO

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERE TO elements.

1. Begin with an entry question (Can the foods you eat cause zits?) to hook students into considering the effects of nutrition on their lives. H
2. Introduce the Essential Questions and discuss the culminating unit performance tasks (Chow Down and Eating Action Plan). W
3. Note: Key vocabulary terms are introduced as needed by the various learning activities and performance tasks. Students read and discuss relevant selections from the Health textbook to support the learning activities and tasks. As an ongoing activity, students keep a chart of their daily eating and drinking for later review and evaluation. E
4. Present concept attainment lesson on the food groups. Then have students practice categorizing pictures of foods accordingly. E
5. Introduce the food pyramid and identify foods in each group. Students work in groups to develop a poster of the food pyramid containing cut-out pictures of foods in each group. Display the posters in the classroom or hallway. E
6. Give quiz on the food groups and food pyramid (matching format). E
7. Review and discuss the nutrition brochure from the USDA. Discussion question: Must everyone follow the same diet to be healthy? R
8. Working in cooperative groups, students analyze a hypothetical family's diet (deliberately unbalanced) and make recommendations for improved nutrition. Teacher observes and coaches students as they work. E-2
9. Have groups share their diet analyses and discuss as a class. E, E-2
(Note: Teacher collects and reviews the diet analyses to look for misunderstandings needing instructional attention.)
10. Each student designs an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living and the problems associated with poor eating. This activity is completed outside of class. E, T
11. Students exchange brochures with members of their group for a peer assessment based on a criteria list. Allow students to make revisions based on feedback. R, E-2
12. Show and discuss the video "Nutrition and You." Discuss the health problems linked to poor eating. E
13. Students listen to, and question, a guest speaker (nutritionist from the local hospital) about health problems caused by poor nutrition. E
14. Students respond to written prompt: Describe two health problems that could arise as a result of poor nutrition and explain what changes in eating could help to avoid them. (These are collected and graded by teacher.) E-2
15. Teacher models how to read and interpret food label information on nutritional values. Then students practice using donated boxes, cans, and bottles (empty!). E
16. Students work independently to develop the three-day camp menu. Evaluate and give feedback on the camp menu project. Students self- and peer-assess their projects using rubrics. E-2, T
17. At the conclusion of the unit, students review their completed daily eating chart and self-assess the healthfulness of their eating. Have they noticed changes? Improvements? Do they notice changes in how they feel and their appearance? E-2
18. Students develop a personal "eating action plan" for healthful eating. These are saved and presented at upcoming student-involved parent conferences. E-2, T
19. Conclude the unit with student self-evaluation regarding their personal eating habits. Have each student develop a personal action plan for a "healthful eating" goal. E-2, T
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| 1. Hook students with a discussion of eating habits and "zits."  
2. Introduce essential questions and key vocabulary.  
3. Have students begin a food diary to record their daily eating patterns.  
| 4. Present concept attainment lesson on food groups, then categorize foods.  
5. Have students read and discuss the nutrition brochure from the USDA.  
| 6. Present lesson on the food pyramid and identify foods in each group.  
7. Read and discuss relevant selections from the Health textbook. Provide illustrated pamphlet for lower-level readers.  
| 8. Present and discuss the video "Nutrition and You."  
9. Have students design an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living.  
10. Assess and give feedback on the brochures. Allow students to self- and peer-assess the brochures using a list of criteria.  |
| HW | E | ET | ET | E |

11. Working in cooperative groups, have students analyze a diet for a hypothetical family and make recommendations for improved nutrition.  

12. Conduct a group review and give feedback regarding the diet analyses. Allow revisions.  

13. Have students listen to and question guest speaker (nutritionist from local hospital) about health problems caused by poor nutrition.  

14. Have students conduct research on health problems resulting from poor eating. Provide students with options for how they share their findings.  

15. Model how to interpret food label information for nutritional values. Have students practice interpreting food labels.  

16. Review the camp menu rubric so that students understand the criteria. Have them work independently to develop a three-day camp menu.  

17. Observe and coach students as they work on their menus.  

18. Evaluate and give feedback on the camp menu project. Have students self- and peer-assess their projects using the rubric.  

19. Have students review their food diaries to look for changing patterns in their eating. Have each student set a personal goal for improved nutrition.  

20. Conclude the unit with student self-evaluation regarding their personal eating habits. Have each student develop a personal action plan for a healthful eating goal.
Figure 3.3
Clarifying Content Priorities

Familiar with
- Key figures who contributed to the development of modern statistics (Blaise Pascal and Lewis Terman)
- All nonessential terminology, for example, interquartile range (no need to be able to define these)

Important to know and do
- Measures of central tendency: mean, median, mode, range, standard deviation
- Data displays: bar graph, line plot, box and whiskers plot, stem and leaf plot
- Various statistical formulae and techniques

Big Ideas
- "Average," range, degrees of confidence, lying with statistics, valid model, reliable data

Big Ideas framed as Understandings
- Statistical analysis often reveals patterns that prove useful or meaningful
- Statistics can conceal as well as reveal
- Abstract ideas, such as fairness, can be modeled statistically

Core Tasks
- Choosing the appropriate measure of central tendency in various real-world situations
- Critique of real-world statistical analyses and misleading graphs