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| **Grade Level:**  | 9th | **Teacher/Room**: | Rasco & Nelson | / | 132 | **Course(s)/ Period(s):** | **Health** | / |  1,2&4  | **Week of:** | 10/24/16 - 10/28/16 |
| **Unit Vocabulary:**  |  Metabolism, body mass index (BMI), overweight, obese, underweight, body image, fad diets, weight cycling, eating disorder |
| **Instructional Strategies Used:**  |  |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)** |
| HE H.S. 1-8ELDS/WIDA Standard 1 | HE H.S. 1-8ELDS/WIDA Standard 1 | HE H.S. 1-8ELDS/WIDA Standard 1 | HE H.S. 1-8ELDS/WIDA Standard 1 | HE H.S. 1-8ELDS/WIDA Standard 1 |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How can saturated fats and trans fats cause illnesses later in life? | How might a poor body image result in an eating disorder? | How does cutting back on food and water affect the performance of a student athlete? | How can weight relate to energy balance? | What makes very low calorie diets dangerous for teens? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Writing: Write a journal entry for Judy’s point of view.
 | * Writing assignment: Write a dialogue of how you would talk to a friend you suspect may have an eating disorder.
 | * Writing assignment: Write a dialogue in which Miranda tries to explain to her parents her desire to become a vegetarian
 | * Writing assignment: Describe the health advantages and disadvantages of a vegetarian eating style.
 | **Section 1 Test Review** |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Pair / Share: How can saturated fats and trans fats cause illnesses later in life?
 | * Pair/Share over EQ
 | * Pair/Share over EQ
 | * Pair/Share over EQ
* Notebook Check for Chapters 1, 10 & 11
 | * Pair/Share over EQ
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Chapter 10: Nutrients
 | * Chapter 11 : Body Image and Eating Disorders
 | * Chapter 11: Lifelong Nutrition
 | * Chapter 11 Assessment Review
 | * Section 1 Test
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Textbook / Power Points / Ticket out the Door / EQ of the Day
 | * Textbook / Power Points / Ticket out the Door / EQ of the Day
 | * Textbook / Power Points / Ticket out the Door / EQ of the Day
 | * Textbook / Power Points / Ticket out the Door / EQ of the Day
 | * Textbook / Power Points / Ticket out the Door / EQ of the Day
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * Grouping based on Pretest results
 | * Grouping based on Pretest results
 | * Grouping based on Pretest results
 | * Grouping based on Pretest results
 | * Grouping based on Pretest results
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
| * Different ablilities based on Pretest
 | * Different ablilities based on Pretest
 | * Different ablilities based on Pretest
 | * Different ablilities based on Pretest
 | * Different ablilities based on Pretest
 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
| **Common Core Standard(s)**: | ***Common Core Standards:*** | **Common Core Standard(s)**: | **Common Core Standard(s)**: | ***COMMON CORE STANDARD(s):*** |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***(Formative: Daily Writing Assignments)*** |
| **Homework: NA**  | **Homework: NA** | **Homework: NA** | **Homework: NA** | **Homework: NA** |