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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. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/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** | | |