

Priority Standards:

- 8.1N Advocate enhanced nutritional options in the school and community.
- 8.2N Educate family and peers about choosing healthy foods.

Estimated Total Time: 14 hours

Supporting Standards:

- 1.4N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 3.5N Describe community programs and services that help people gain access to affordable, healthy foods.
- 4.1N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
- 5.2N Use a decision-making process to plan nutritionally adequate meals at home and away from home.
- 7.4N Describe how to take more personal responsibility for eating healthy foods.

[Student Feedback Form](#)
[Teacher Feedback Form](#)

	Teacher Will...	Student Will...	Task	Resources
Learning Progression 8.1 Part 1 Estimated Time: 40-45 minutes	Use the designated slide deck . Follow speaker notes at the bottom of each slide for instructions. You may need to print copies of the following article and quiz or post it online in your digital classroom. You will need to use your Newsela account that you can log into using San Diego Unified clever's website.	DEFINE advocacy and enhanced nutritional options.	For both vocabulary words (advocacy and enhanced nutritional options), provide a two sentence definition using your own words.	slide deck article clever
Learning Progression 8.1 Part 2 Estimated Time: 45 minutes	Use designated slide deck . Follow speaker notes at the bottom of each slide for instructions. Students will need their laptops/phones for the warm-up activity. If able, create vegetable/fruit themed popsicle sticks that students can use as markers during the game. Lastly, print the following worksheet for each student.	GIVE EXAMPLES AND NONEXAMPLES of enhanced nutritional options in your school and community.	Using the table, give at least four examples and nonexamples of enhanced nutritional options in your school and community.	slide deck worksheet
Learning Progression 8.1 Part 3 Estimated Time: 35-40 minutes	Use designated slide deck . Follow speaker notes at the bottom of each slide for instructions. Students will need a blank piece of paper to answer the exit ticket or the question can be uploaded online onto teacher's	CRITIQUE nutritional options that are at your school and in the community.	In three sentences, hypothesize (predict) how advocating for enhanced nutritional options can improve overall health.	slide deck School lunch menu

	learning platform.			
Learning Progression 8.1 Part 4 Estimated Time: 40-50 minutes	Use designated slide deck . Follow speaker notes at the bottom of each slide for instructions. Students will need a blank piece of paper for the warm-up and possibly colored pencils. They can use the same paper (use the backside) for their exit ticket.. One worksheet of “Food Insecurity” will need to be printed for each student.	HYPOTHESIZE how advocating for enhanced nutritional options can improve overall health.	In three sentences, hypothesize (predict) how advocating for enhanced nutritional options can improve overall health.	slide deck Food Insecurity
Learning Progression 8.2 Part 1 Estimated Time: 40 minutes	Use designated slide deck . Follow speaker notes at the bottom of each slide for instructions. One copy of the 1) Healthy Choices Book and 2) ND vs. NL Foods needs to be printed and distributed to each student.	DEFINE healthy (nutrient dense) foods.	Circle the following images that you would define as a healthy (nutrient dense) food item.	slide deck Healthy Choices Book.pdf ND vs. NL Foods
Learning Progression 8.2 Part 2 Estimated Time: 40 minutes	Use designated slide deck . Follow speaker notes at the bottom of each slide for instructions. One copy of the Partner Snack Activity will need to be printed for each set of partners. In addition, a blank piece of paper will be needed for students to answer the exit ticket.	DESCRIBE how you know a food item is healthy (nutrient dense) as compared to unhealthy (nutrient lacking).	In three sentences, select a food/beverage that you can provide information on. Describe how you know this food item is healthy and not unhealthy.	slide deck Partner Snack Activity

End of Unit Assessments

	Prompt	Students Tasks
Performance Task Estimated Time: 8 hours	The area around you is in a food desert and obesity rates are at a high in your school and community. Help is needed and you know that you can make a difference. You are on your school’s advocacy team and you and your group have been tasked to bring healthy foods to the student population and the	Task 1: Take some time to research current dietary guidelines, food groups, necessary nutrients, and appropriate serving sizes to promote healthy eating habits. After conducting your research, create a slideshow presentation that contains... 1.) Information on dietary guidelines, food groups, nutrients, serving sizes

	<p>surrounding community. Your group’s task is to create a PSA that will bring attention to the cause and hopefully gain followers to support the movement.</p>	<ol style="list-style-type: none"> 2.) Current obesity rates in your area 3.) Information on your created movement/program to combat the issues of food deserts and increasing obesity rates 4.) Information on why your movement/program is needed 5.) Cited relevant information <p>Task 2: Now that you have created a vision for your movement/program, research similar movements/programs to gain inspiration. After, create an information poster that...</p> <ol style="list-style-type: none"> 1.) Identifies a movement/program that you want to showcase 2.) Highlights at least three positive strategies that communicate healthy eating within your school and/or community 3.) Analyzes how the movement/program conveys their message positively and productively 4.) Offers a suggestion that can be improved or created for said movement/program 5.) Is Visually appealing <p>Task 3: The community begins with those in your circle, including family members or peers. Your task is to create a visually appealing and practical list that can help others make informed decisions on healthy food choices. Make sure your list contains...</p> <ol style="list-style-type: none"> 1.) At least one scenario (ex. going to eat out, eating at home, going grocery shopping, etc.) 2.) Options that can be made based on the scenario 3.) A list of at least 4 informed recommendations/options to promote healthy food choices 4.) Visuals to illustrate your idea <p>Task 4: Now that you have created a variety of resources to expand and emphasize your created movement/program, create a PSA that will accent your work. Your PSA must...</p> <ol style="list-style-type: none"> 1.) Use information from tasks 1-3 to highlight the need of your movement/program 2.) Outline overall goals of your movement/program 3.) Have at least every member speak once to showcase information/product/etc. 4.) Include input from community members/family/peers that is shown in PSA 5.) Include a showing that invites community members/family/peers
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<p>Short Constructed Response</p> <p>Estimated Time: 20-30 minutes</p>	<p>You are at home and cooking dinner with a loved one. Your family is striving to make one homemade favorite meal a healthier one. In one paragraph, describe your family's favorite homemade meal and explain how you could make that meal healthier. Make sure to include...</p> <ol style="list-style-type: none"> 1. The name of the meal 2. What the meal typically has 3. Healthy adjustments/additions contributed to the meal 4. How you think your family would react to the meal 	
<p>Extended Constructed Response</p> <p>Estimated Time: 1 hour</p>	<p>You are on your school's advocacy team and you have been tasked to bring healthy foods to the student population and the surrounding community. Before starting your campaign, you must create a one-page speech that will be delivered at the school board meeting. Your speech must include...</p> <ol style="list-style-type: none"> 1. Why your school needs this program 2. What this program will bring to your school and the surrounding community 3. Who will benefit from the enhanced nutritional options 4. When you predict this program to launch 5. How this program will be supported for years to come 	