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On behalf of the NCAA® Division I Women's Basketball Committee and the Denver Local Organizing Committee, welcome to the Middle School Madness® program.

Enclosed is a collection of resources and activities designed to link classroom learning for sixth- through eighth-grade students with the NCAA Women's Final Four® — a premier championship event played by women's college basketball's most exemplary athletic and academic role models.

The Middle School Madness program's goal is to use the Women's Final Four as a catalyst to encourage boys and girls to learn from the achievements, actions and positive examples set by this outstanding group of female student-athletes.

Included are opportunities for students to participate in basketball-related educational programs. Additionally, students may become familiar with the championship and its participating teams by attending NCAA functions associated with the Women's Final Four. We hope you will encourage your students to participate in Women's Final Four events such as the open practice sessions, autograph sessions, 4Kay™ Run, the Mile High Dribble, WBCA High School All-America game, Tourney Town and the NCAA Youth Clinics.

I would like to acknowledge several groups for their contributions to the Middle School Madness program. Local Denver schools, the Denver Local Organizing Committee and the Mountain West Conference have all worked to provide educational programs that will contribute to local middle school students' appreciation for the value of education and its part in intercollegiate athletics.

The NCAA is devoted to the development of young men and women as students and athletes. The NCAA offers 89 championships in 23 sports with more than 400,000 student-athletes participating in NCAA-sponsored sports each year. The NCAA promotes college athletics through publications and special television programs; conducts research to find solutions to athletics problems; administers insurance programs to cover student-athletes during competition and travel; and promotes and participates in international sports planning and competition.

The NCAA has worked collaboratively with local organizing committees since 1999 to conduct the Middle School Madness program. Through the efforts of these and other organizations, Middle School Madness introduces the 2012 Women's Final Four to middle school students in the Denver area, encouraging their sense of hard work, fair play and accomplishment.

Sincerely,

Greg Christopher, Chair
NCAA Division I Women's Basketball Committee

THIS IS THE NCAA

Thank you for your interest. Let us take a moment to tell you about NCAA Championships® and the Association.

The National Collegiate Athletic Association® (NCAA) is a voluntary, membership-led organization made up of more than 1,200 colleges and universities, conferences and other groups. Together, the members make their own rules and regulations to serve student-athletes and preserve the integrity of intercollegiate athletics. There are approximately 125 committees of presidents, athletics directors and administrators, conference commissioners, coaches, faculty members and student-athletes from NCAA schools and conferences working to create these guidelines.

Founded in 1906, the NCAA was created as a result of several deaths in football. The mission of the NCAA remains the same today — ensure that college sports are fair, safe, equitable and sportsmanlike, and make academics central to the experience of student-athletes. During the NCAA Centennial in 2006, the NCAA celebrated 100 years of the student-athlete. The NCAA also celebrated 25 years of NCAA women's championships during the 2005-06 championships season.

The term NCAA can be used to describe three different entities — the "members," the "national office" and the "Association." First, the universities, colleges and conferences are "the members" of the NCAA.

Secondly, the national office and approximately 400 staff members located in Indianapolis are considered the "national office" of the NCAA. Finally, the NCAA can refer to the "body corporate," including not only the member universities, colleges and conferences, but also the national office staff, the governance structure, the rules and regulations, and the investigation and enforcement functions, referred to as "the Association."

The NCAA is composed of colleges and universities that reside in three divisions. The primary difference between Divisions I and II and Division III is the awarding of scholarships. Divisions I and II award scholarships for their athletics programs, while Division III does not provide athletically related financial aid.

Each year, more than 400,000 student-athletes compete in the three divisions in 23 sports. Annually, approximately 54,000 student-athletes compete in 89 NCAA championships. Three of these championships — rifle, fencing and skiing — are coed championships in which men and women compete head-to-head.

There are more than 400,000 NCAA student-athletes and almost all of them will become professionals in something other than sports.

BALANCE: Middle School Madness

Program Goals

- To enhance middle school students' awareness of the opportunities available to them through sports.
- To provide interactive lessons that incorporate basketball, health and wellness.
- To engage students by integrating peer tutoring and autonomy through choices in the lesson plans.
- To provide a curriculum that follows state academic standards for middle school-age children.
- To incorporate current local events into classroom learning.
- To provide opportunities for middle school students to participate in the excitement of having the 2012 NCAA Women's Final Four in Denver.
- To broaden the range of future educational opportunities for the students through their exposure to colleges and universities whose women's basketball teams are participating in the championship.
- To build students' self-confidence and develop mental skills through education and sports while participating in the many ancillary events offered at the 2012 NCAA Women's Final Four (for example, the Mile High Dribble, Youth Clinics, open practices, autograph sessions).

Colorado Academic Standards Overview Grid

Content Area, Grade Level	Standard	Colorado Academic Standards Code(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 27) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Comprehensive Health and Physical Education, Grade 6	2. Physical and Personal Wellness in Health.	CH09-GR.6-S.2-GLE.1-EO.b; CH09-GR.6-S.2-GLE.4-EO.a.	x			x						x
Comprehensive Health and Physical Education, Grade 7	2. Physical and Personal Wellness in Health.	CH09-GR.7-S.2-GLE.1-EO.a-c; CH09-GR.7-S.2-GLE.2-EO.a-c.	x									x
Comprehensive Health and Physical Education, Grade 8	2. Physical and Personal Wellness in Health.	CH09-GR.8-S.2-GLE.4-EO.a-b.	x			x						x
Comprehensive Health and Physical Education, Grade 8	4. Prevention and Risk Management	CH09-GR.8-S.4-GLE.5-EO.c in Health.							x	x		
Mathematics, Grade 6	1. Number Sense, Properties and Operations.	MA10-GR.6-S.1-GLE.1-EO.a.c.			x							
Mathematics, Grade 6	3. Data Analysis, Statistics and Probability.	MA10-GR.6-S.3-GLE.1-EO.a.			x							
Mathematics, Grade 7	1. Number Sense, Properties and Operations	MA10-GR.7-S.1-GLE.1-EO.a-d.			x							
Mathematics, Grade 7	2. Patterns, Functions and Algebraic Structures.	MA10-GR.7-S.2-GLE.1-EO.a.; MA10-GR.7-S.2-GLE.2-EO.a,b.			x							
Mathematics, Grade 7	3. Data Analysis, Statistics and Probability.	MA10-GR.7-S.3-GLE.2-EO.b-d.			x							
Mathematics, Grade 8	1. Number Sense, Properties and Operations.	MA10-GR.8-S.1-GLE.1-EO.b.			x							
Physical Education, Grade 6	2. Physical and Personal Wellness.	PE09-GR.6-S.2-GLE.1-EO.b.; PE09-GR.6-S.2-GLE.1-EO.b				x						
Physical Education, Grade 6	3. Emotional and Social Wellness.	PE09-GR.6-S.3-GLE.1-EO.a, b.; PE09-GR.6-S.3-GLE.2-EO.a-c.						x				
Physical Education, Grade 6	4. Prevention and Risk Management.	PE09-GR.6-S.4-GLE.1-EO.e.				x						
Physical Education, Grade 7	3. Emotional and Social Wellness.	PE09-GR.7-S.3-GLE.1-EO.a, b.; PE09-GR.7-S.3-GLE.2-EO.a-d.								x		
Physical Education, Grade 7	4. Prevention and Risk Management.	PE09-GR.7-S.4-GLE.1-EO.a.				x						
Physical Education, Grade 8	2. Physical and Personal Wellness.	PE09-GR.8-S.2-GLE.1-EO.a, b.; PE09-GR.8-S.2-GLE.2-EO.a, b.; PE09-GR.8-S.2-GLE.3-EO.b-e.	x			x						
Reading, Writing & Communicating, Grade 6	1. Oral Expression and Listening.	RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g.					x	x	x	x	x	
Reading, Writing & Communicating, Grade 6	3. Writing and Composition.	RWC10-GR.6-S.3-GLE.1-EO.a, d, e, f.; RWC10-GR.6-S.3-GLE.2-EO.a-g.; RWC10-GR.6-S.3-GLE.3-EO.a-e.		x				x				
Reading, Writing & Communicating, Grade 7	1. Oral Expression and Listening.	RWC10-GR.7-S.1-GLE.1-EO.a-e.; RWC10-GR.7-S.1-GLE.2-EO.a, c.; RWC10-GR.7-S.3-GLE.1-EO.a, b.; RWC10-GR.7-S.3-GLE.2-EO.a, b.; RWC10-GR.7-S.3-GLE.3-EO.a-e.					x	x				
Reading, Writing & Communicating, Grade 7	3. Writing and Composition.	RWC10-GR.7-S.3-GLE.1-EO.a, b.; RWC10-GR.7-S.3-GLE.2-EO.a, b.; RWC10-GR.7-S.3-GLE.3-EO.a-e.		x				x				
Reading, Writing & Communicating, Grade 8	1. Oral Expression and Listening.	RWC10-GR.8-S.1-GLE.1-EO.a-c.; RWC10-GR.8-S.1-GLE.2-EO.a-c.					x	x				
Reading, Writing & Communicating, Grade 8	3. Writing and Composition.	RWC10-GR.8-S.1-GLE.1-EO.a.; RWC10-GR.8-S.3-GLE.2-EO.a,b.; RWC10-GR.8-S.3-GLE.3-EO.a-c, e.		x				x				
Reading, Writing & Communicating, Grade 8	4. Research and Reasoning.	RWC10-GR.8-S.4-GLE.3-EO.a-c.					x	x				
Science, Grade 6	3. Earth Systems Science.	SC09-GR.6-S.3-GLE.3-EO.a-d.					x					
Science, Grade 8	2. Life Science.	SC09-GR.8-S.2-GLE.1-EO.a-c.					x					
Science	3. Earth Systems Science.	SC09-S.3-GLE.5-EO.a-d.					x					
Social Studies, Grade 6	1. History.	SS09-GR.6-S.1-GLE.1-EO.b, c.; SS09-GR.6-S.1-GLE.2-EO.a-c.						x				
Social Studies, Grade 7	1. History.	SS09-GR.7-S.1-GLE.2-EO.a, b.; SS09-GR.7-S.1-GLE.2-EO.b, c.						x				
Social Studies, Grade 8	1. History.	SS09-GR.8-S.1-GLE.1-EO.a-c.; SS09-GR.8-S.1-GLE.2-EO.a, b, d, g, f.						x				

Content Area, Grade Level	Standard	Colorado Academic Standards Code(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 27) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Visual Arts, Grade 6	1. Observe and Learn to Comprehend.	VA09-GR.6-S.1-GLE.1-EO.b; VA09-GR.6-S.1-GLE.3-EO.c						x				
Visual Arts, Grade 6	2. Envision and Critique to Reflect.	VA09-GR.6-S.2-GLE.1-EO.a, b.; VA09-GR.6-S.2-GLE.2-EO.a,b.						x				
Visual Arts, Grade 6	3. Invent and Discover to Create.	VA09-GR.6-S.3-GLE.1-EO.a-c.; VA09-GR.6-S.3-GLE.2-EO.c, d.; VA09-GR.6-S.3-GLE.3-EO.b.						x				
Visual Arts, Grade 6	4. Relate and Connect to Transfer.	VA09-GR.6-S.4-GLE.2-EO.a, b, d.						x				
Visual Arts, Grade 7	1. Observe and Learn to Comprehend.	VA09-GR.7-S.1-GLE.1-EO.a-c.; VA09-GR.7-S.1-GLE.2-EO.b.; VA09-GR.7-S.1-GLE.3-EO.a, b.						x				
Visual Arts, Grade 7	2. Envision and Critique to Reflect.	VA09-GR.7-S.2-GLE.2-EO.a, c.						x				
Visual Arts, Grade 7	3. Invent and Discover to Create.	VA09-GR.7-S.3-GLE.1-EO.a, b.; VA09-GR.7-S.3-GLE.2-EO.a-c.; VA09-GR.7-S.3-GLE.3-EO.a, b.						x				
Visual Arts, Grade 7	4. Relate and Connect to Transfer.	VA09-GR.7-S.4-GLE.2-EO.a, b.						x				
Visual Arts, Grade 8	1. Observe and Learn to Comprehend.	VA09-GR.8-S.1-GLE.1-EO.a, b.						x				
Visual Arts, Grade 8	2. Envision and Critique to Reflect.	VA09-GR.8-S.2-GLE.1-EO.a, b, d.; VA09-GR.8-S.2-GLE.2-EO.a, b, d.						x				
Visual Arts, Grade 8	3. Invent and Discover to Create.	VA09-GR.8-S.3-GLE.1-EO.a-c.; VA09-GR.8-S.3-GLE.2-EO.b, c.						x				
Visual Arts, Grade 8	4. Relate and Connect to Transfer.	VA09-GR.8-S.4-GLE.1-EO.a, b.; VA09-GR.8-S.4-GLE.2-EO.a-d.						x				

Health

"Sport Nutrition: Calcium-Rich Foods"

This lesson will teach students how to read the Nutrition Facts panels, raise their awareness of serving sizes and identify the health and nutritional benefits from eating foods rich in calcium.

Time on the Clock: Designate approximately 35 to 45 minutes for this lesson.

Pregame: Teacher Preparation

- Review the content on the **MyPyramid for Kids** classroom poster and the new **MyPlate**. Identify the food groups, important nutrition messages related to each food group and their size and position on **MyPlate**. (The **MyPyramid for Kids** poster and **MyPlate** are located on pages 90 and 91 on the supplemental curriculum jump drive.)
- Explore the concept of choosing healthy foods from each group and discuss examples from all food groups; specifically, the milk group.
- Make an overhead transparency of the **"What's on the Label?"** worksheet on page 14.
- Make an overhead transparency of the **"What's the Score?"** worksheet on page 15.
- Duplicate the **"What's on the Label?"** worksheet on page 14 for each student.
- Duplicate the **"What's the Score?"** worksheet on page 15 for each student.

Equipment Needed

- **MyPyramid for Kids** classroom poster.
- **MyPlate** classroom poster.
- One copy of the **"What's on the Label?"** worksheet for each student.
- One copy of the **"What's the Score?"** worksheet for each student.
- Answer key for the **"What's the Score?"** worksheet.
- One pencil for each student.
- Nutrition Facts Cards (optional for extending the lesson).
- "Using the Nutrition Facts Panels-Test" (optional to engage peer tutoring).

Scouting Report: Background Information

The Nutrition Facts panel, or nutrition label, on food packages is similar to the table of contents within a book. It provides information about the food inside and the nutrient content of the food. Nutrients are the things in foods that help the body to be healthy. The Nutrition Facts panel is printed somewhere on the outside of food packages and it is usually easy to find. Fresh food that does not come in a package sometimes has a Nutrition Facts panel — many supermarkets list the nutrition information for the 20 most popular fruits and vegetables, as well as seafood.

Most sixth- to eighth-graders have read Nutrition Facts panels, even if only on the side of cereal boxes. As they become more responsible for buying and preparing food for themselves and others, it is important that they learn how to read the Nutrition Facts panel in order to make healthy choices.

Milk and milk products are sources of calcium. Diets that are rich in low-fat or fat-free milk and milk products help build and maintain bone mass. Adolescents especially need to drink milk because this is when their bone mass is being built. The U.S. Department of Agriculture (USDA) recommends that boys and girls ages 9 to 13 consume three cups, or the equivalent, of milk each day and eat a variety of foods from all food groups every day. **MyPyramid for Kids** also reminds students to be physically active every day, or most days, and to make healthy food choices.

Team Huddle: Introducing the Lesson

Tell students that Nutrition Facts panels, or food labels, give them important information about the nutritional value of food. Tell students that they are at an age when calcium is most important to them because their bones are growing quickly. Ask them to name other milk products that may contain calcium (for example, cheese, yogurt, ice cream). Students may be interested to learn that there is calcium in dark, leafy green vegetables, but it takes a lot to equal the calcium in a glass of milk. Today's lesson will show them how to:

- Identify foods in the milk group.
- Identify the health and nutritional benefits from eating foods rich in calcium (see "Scouting Report").
- Analyze food labels to determine which foods contain the most calcium and compare food labels to determine which calcium-rich foods are lowest in fat.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

Physical activity and nutrition work together for better health. Get moving to keep your health in balance. For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be completed in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the **Energizing Exercises** listed in the **Additional Resources** section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. **Conduct the Energizing Exercise** and review the benefits of physical activity listed on the **Energizing Exercises** in the **Additional Resources** section.
2. Distribute the "**What's on the Label?**" worksheet.
   - Ask students to find the words "Serving Size" on the labels. In the case of milk, the serving size is 8 fluid ounces or 1 cup.
3. Have students find the number of calories in a single serving of the food.
   - Each of the first four labels is for an 8 fluid-ounce glass of milk; yet, they have a different number of calories per serving. Why? Because of the fat and sugar content.
   - Look at the calorie content for 1 percent chocolate milk. It is higher than the calorie content for whole milk. The extra calories come from sugar and chocolate.
4. At the bottom of the Nutrition Facts panel, students will find some numbers followed by percent signs. This is where calcium is listed.
   - Use the % Daily Value (DV) column, when possible: 5% DV or less is low, 20% DV or more is high.
5. Distribute the "**What's the Score?**" worksheet.
6. Have students complete the chart at the top of the page, filling in numbers from the four Nutrition Facts panels for milk. Check students' answers.
7. Have the students use "**What's on the Label?**" to help them complete the questions at the bottom of page 15. Check students' answers and discuss.
8. Have students talk about how they can reduce the fat they consume by switching the milk they drink.
   - If they usually drink whole milk, they should switch gradually to 2 percent milk, then 1 percent milk, and finally to fat-free milk.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- Divide the classroom into pairs or groups of three, and ask each group to state different ways that health messages can be altered to communicate to different age groups, specifically for younger age groups.
- Pair students together to complete the "Using the Nutrition Facts Panels-Test."

Overtime: Extending or Varying the Lesson

- Use the Nutrition Facts cards (located in the Additional Resources section) to examine other aspects of the Nutrition Facts panel (for example, calories, saturated fat, total fat, protein, cholesterol).
- Let students choose their favorite foods and identify ways to reduce the amount of calories they consume each day.
- Ask the classroom to be creative in how healthy dietary goals may be modified during cultural or religious holidays.
- Individually or in groups, write a public service announcement that supports what they have learned about healthy eating, reading nutrition labels, and the nutritional benefits of calcium.
- Gather a variety of fast-food menus to examine the nutrient content of different meals.
- If Internet access is available in the classroom, ask for volunteers to name food items from a previous meal and make a list of these. Go to the USDA My-Food-A-Pedia website at www.myfoodapedia.gov to look up the foods and determine the students' nutrient intake. Information on nutrition guidance, making food choices, food labeling, and other food, nutrition and health issues, and educational resources are available from federal government websites:

MyPlate Information:
Website: www.ChooseMyPlate.gov

Nutrition.gov

Food and Nutrition Information Center:
Website: fnic.nal.usda.gov

Center for Nutrition Policy and Promotion/USDA:
Website: www.cnpp.usda.gov

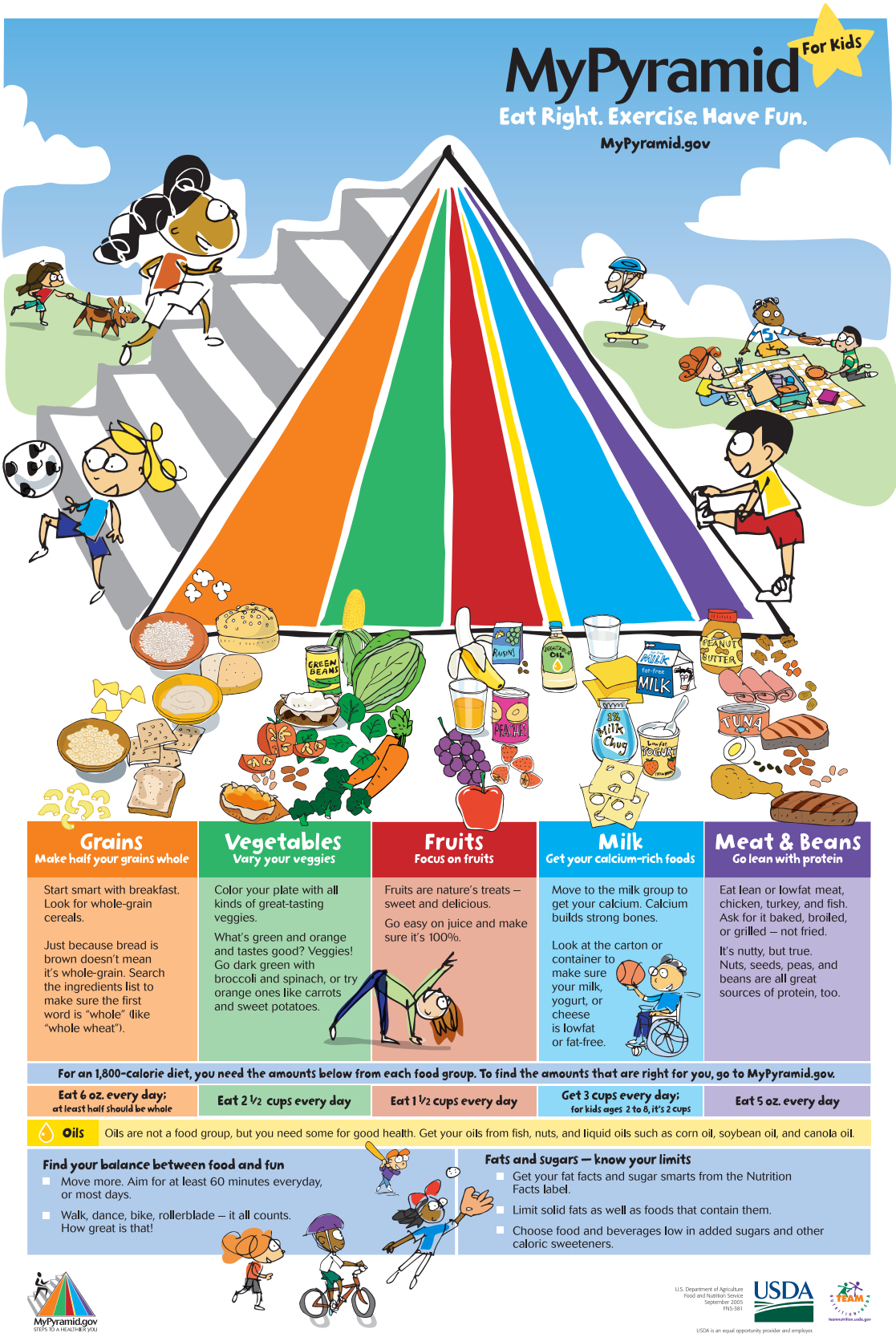
Food and Nutrition Service/USDA Team Nutrition:
Website: www.teamnutrition.usda.gov

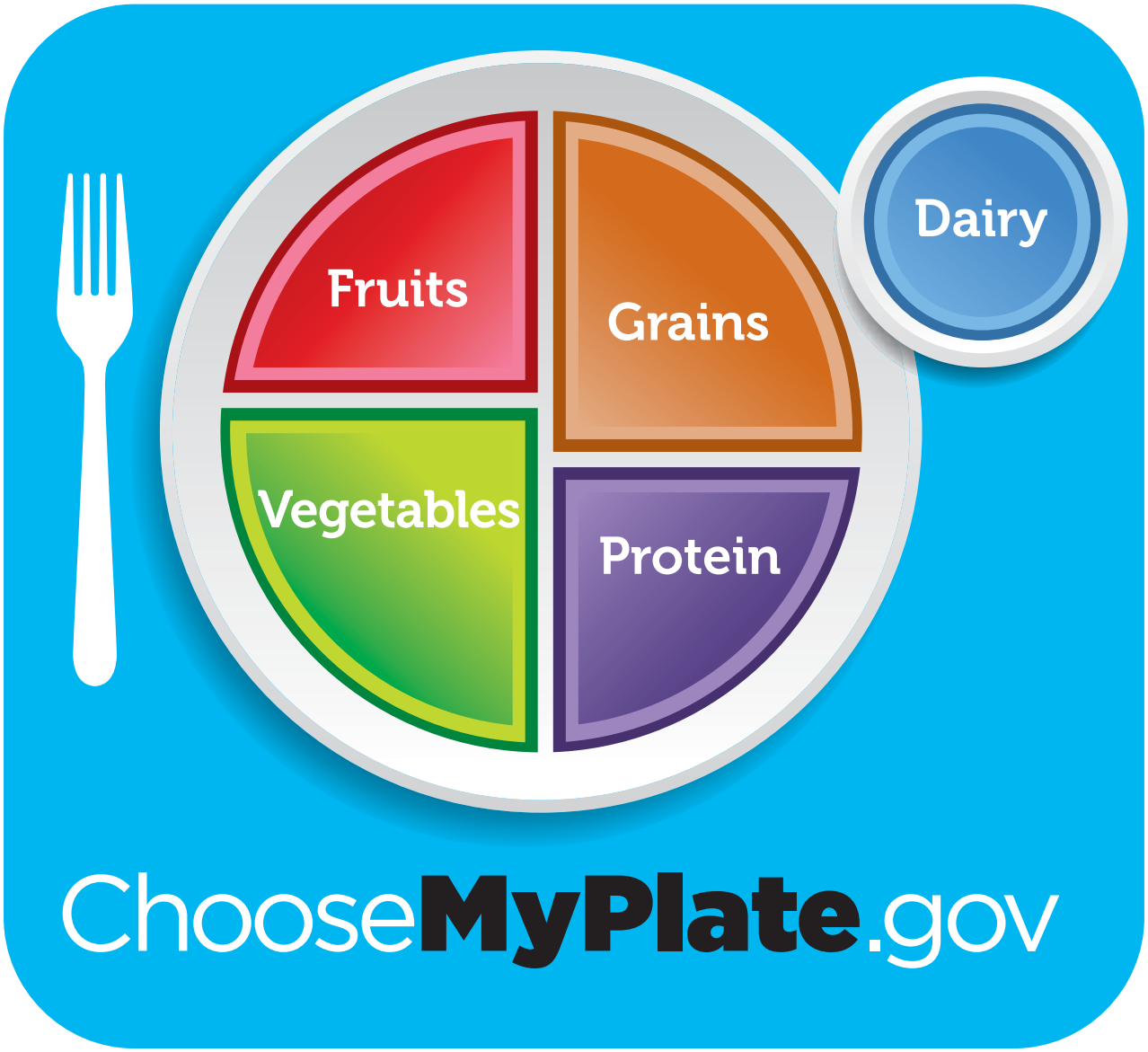
Eat Smart. Play Hard™:
Website: www.fns.usda.gov/eatsmartplayhard
3101 Park Center Drive, Room 1020
Alexandria, VA 22302

Food and Drug Administration:
Center for Food Safety and Applied Nutrition
Website: www.cfsan.fda.gov

American Dietetic Association:
Website: www.eatright.org

This lesson supports the following Colorado Academic Standards code(s): CH09-GR.6-S.2-GLE.1-EO.b; CH09-GR.6-S.2-GLE.4-EO.a; CH09-GR.7-S.2-GLE.1-EO.a-c; CH09-GR.7-S.2-GLE.2-EO.a-c; CH09-GR.7-S.2-GLE.4-EO.a-b PE09-GR.8-S.2-GLE.1-EO.a, b; PE09-GR.8-S.2-GLE.2-EO.a, b.; PE09-GR.8-S.2-GLE.3-EO.b-e.


MyPyramid
For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov
Grains
Make half your grains whole
Start smart with breakfast. Look for whole-grain cereals.
Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").
Eat 6 oz. every day; at least half should be whole
Vegetables
Vary your veggies
Color your plate with all kinds of great-tasting veggies.
What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.
Eat 2 ½ cups every day
Fruits
Focus on fruits
Fruits are nature's treats – sweet and delicious.
Go easy on juice and make sure it's 100%.
Eat 1 ½ cups every day
Milk
Get your calcium-rich foods
Move to the milk group to get your calcium. Calcium builds strong bones.
Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.
Get 3 cups every day; for kids ages 2 to 8, it's 2 cups
Meat & Beans
Go lean with protein
Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.
It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.
Eat 5 oz. every day
For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.
Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.
Find your balance between food and fun
Move more. Aim for at least 60 minutes everyday, or most days.
Walk, dance, bike, rollerblade – it all counts. How great is that!
Fats and sugars – know your limits
Get your fat facts and sugar smarts from the Nutrition Facts label.
Limit solid fats as well as foods that contain them.
Choose food and beverages low in added sugars and other caloric sweeteners.
MyPyramid.gov
STEPS TO A HEALTHIER YOU
U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-381
USDA
TEAM Nutrition
USDA is an equal opportunity provider and employer.


Fruits
Grains
Dairy
Vegetables
Protein
ChooseMyPlate.gov

Name:

MyPyramid FOR KIDS

What's on the Label?

Milk fat-free

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving	
Calories 90	Calories from Fat 0
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	**0** %
Cholesterol < 5mg	**0** %
Sodium 130mg	**5** %
Total Carbohydrate 12g	**4** %
Dietary Fiber 0g	**0** %
Sugars 12g	
Protein 8g	
Vitamin A 10% •	Vitamin C 4%
Calcium 30% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

Milk 1%, chocolate

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving	
Calories 170	Calories from Fat 20
	%Daily Value*
Total Fat 2.5g	**4** %
Saturated Fat 1.5g	**8** %
Trans Fat 0g	**0** %
Cholesterol 5mg	**2** %
Sodium 190mg	**8** %
Total Carbohydrate 29g	**10** %
Dietary Fiber 1g	**5** %
Sugars 27g	
Protein 8g	
Vitamin A 10% •	Vitamin C 6%
Calcium 30% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

Milk 2%

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving	
Calories 130	Calories from Fat 45
	%Daily Value*
Total Fat 5g	**8** %
Saturated Fat 3g	**15** %
Trans Fat 0g	**0** %
Cholesterol 20mg	**7** %
Sodium 125mg	**5** %
Total Carbohydrate 13g	**4** %
Dietary Fiber 0g	**0** %
Sugars 12g	
Protein 8g	
Vitamin A 10% •	Vitamin C 4%
Calcium 30% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

Milk whole

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving	
Calories 150	Calories from Fat 70
	%Daily Value*
Total Fat 8g	**12** %
Saturated Fat 5g	**25** %
Trans Fat 0g	**0** %
Cholesterol 35mg	**11** %
Sodium 125mg	**5** %
Total Carbohydrate 12g	**4** %
Dietary Fiber 0g	**0** %
Sugars 12g	
Protein 8g	
Vitamin A 6% •	Vitamin C 4%
Calcium 30% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

Vanilla ice cream

Nutrition Facts
Serving Size 1/2 cup (65g)
Servings Per Container 14

Amount Per Serving	
Calories 140	Calories from Fat 70
	%Daily Value*
Total Fat 7g	**11** %
Saturated Fat 4.5g	**23** %
Trans Fat 0g	**0** %
Cholesterol 20mg	**6** %
Sodium 40mg	**2** %
Total Carbohydrate 15g	**5** %
Dietary Fiber 0g	**0** %
Sugars 15g	
Protein 3g	
Vitamin A 4% •	Vitamin C 0%
Calcium 10% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

American cheese

Nutrition Facts
Serving Size 1 slice (19g)
Servings Per Container 24

Amount Per Serving	
Calories 60	Calories from Fat 40
	%Daily Value*
Total Fat 4.5g	**7** %
Saturated Fat 2.5g	**13** %
Trans Fat 0g	**0** %
Cholesterol 15mg	**5** %
Sodium 250mg	**10** %
Total Carbohydrate 1g	**0** %
Dietary Fiber 0g	**0** %
Sugars 1g	
Protein 3g	
Vitamin A 4% •	Vitamin C 0%
Calcium 20% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

Fruit-flavored yogurt

Nutrition Facts
Serving Size 6 ounces (170g)
Servings Per Container 1

Amount Per Serving	
Calories 170	Calories from Fat 15
	%Daily Value*
Total Fat 1.5g	**2** %
Saturated Fat 1g	**5** %
Trans Fat 0g	**0** %
Cholesterol 10mg	**3** %
Sodium 125mg	**5** %
Total Carbohydrate 33g	**11** %
Dietary Fiber 0g	**0** %
Sugars 30g	
Protein 6g	
Vitamin A 0% •	Vitamin C 0%
Calcium 20% •	Iron 0%

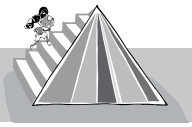
* Percent Daily Values are based on a 2,000 calorie diet.

Cottage cheese

Nutrition Facts
Serving Size 1/2 cup (119g)
Servings Per Container 4

Amount Per Serving	
Calories 90	Calories from Fat 20
	%Daily Value*
Total Fat 2.5g	**4** %
Saturated Fat 1.5g	**8** %
Trans Fat 0g	**0** %
Cholesterol 15mg	**5** %
Sodium 410mg	**17** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 0g	**0** %
Sugars 5g	
Protein 11g	
Vitamin A 4% •	Vitamin C 0%
Calcium 8% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.



REPRODUCIBLE TEAMNUTRITION.USDA.GOV

Name: _____

MyPyramid FOR KIDS

What's the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?				
2. Is the serving size realistic? *(Is this how much you would normally eat/drink?)*				
3. How many total calories in one serving?				
4. How many total grams of fat in one serving?				
5. What percent of calcium in one serving?				

Based on this information, which type of milk offers the most calcium with the lowest fat?

_____

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? _____

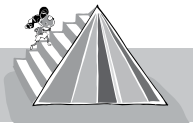
   How many grams of fat? _____

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   _____

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   _____



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Name:

MyPyramid FOR KIDS

What's the Score? Answer Key

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?	**1 cup (8 fl oz)**	**1 cup (8 fl oz)**	**1 cup (8 fl oz)**	**1 cup (8 fl oz)**
2. Is the serving size realistic? *(Is this how much you would normally eat/drink?)*				
3. How many calories in one serving?	**90**	**170**	**130**	**150**
4. How many total grams of fat in one serving?	**0**	**2.5**	**5**	**8**
5. What percentage of calcium in one serving?	**30% DV**	**30% DV**	**30% DV**	**30% DV**

Based on this information, which type of milk offers the most calcium with the lowest fat?

Answer: Fat-free

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? **Answer: 50% DV**

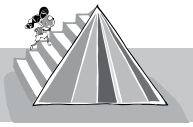
   How many grams of fat? **Answer: 4 grams**

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   Answer: Vanilla ice cream

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   Answer: Fat-free milk



Language Arts: Essay

"What is the power of youth — making a difference in your community?"

This lesson will help your students develop their writing skills as they think about the question, "What is the power of youth — making a difference in your community?"

Time on the Clock: Designate approximately 30 to 40 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the "**What Is the Power of Youth?**" worksheet on page 19 for each student.

Equipment Needed

- One copy of the "**What Is the Power of Youth?**" worksheet for each student.
- One pencil for each student.

Team Huddle: Introducing the Lesson

Explain that this lesson will challenge students to communicate their thoughts in the form of an essay. They need to communicate their opinion on what they believe "the power of youth" means. Explain that the essay format is an easy way to express personal opinions or ideas in writing as they divide the essay into three segments:

1. Introduction: Paragraph one should be a beginning that grabs the reader's attention and states the main theme or central idea.
2. Body: The middle of the essay (two to four paragraphs long) expands on or gives details about the central idea.
3. Conclusion: The ending paragraph draws a conclusion or states an insight the writer has gleaned and recaps the central idea in a memorable way.

Like any student-athlete who has to practice in order to master a skill, an author must edit and revise his or her writing to produce a worthy essay.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- Choose a physical activity from the **Energizing Exercises** listed in the Additional Resources section to get the blood moving to the brain and get the creative juices flowing!
- For improved health benefits, students should be physically active for 60 minutes each day. It is OK to add up to 60 minutes by being active for 10 minutes at a time. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the **Energizing Exercises** list for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Distribute the "**What Is the Power of Youth?**" worksheets.
2. Facilitate discussion surrounding "What is the power of youth — making a difference in your community?"
3. Follow the worksheet, emphasizing the structure of the essay in three parts: Introduction, Body and Conclusion.
4. After the students have a chance to create their first draft, make sure that they work to revise the essay either with a partner, in a small group, or on their own.

Overtime: Extending or Varying the Lesson

- Read aloud portions of students' essays – allow students to deliver their essay as a speech. This will help all students hear good ideas expressed in those essays.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- The team captain can help edit and revise a classmate's essay.

This lesson supports the following Colorado Academic Standards code(s): RWC10-GR.6-S.3-GLE.1-EO.a, d, e, f; RWC10-GR.6-S.3-GLE.2-EO.a-g; RWC10-GR.6-S.3-GLE.3-EO.a-e; RWC10-GR.7-S.3-GLE.1-EO.a, b; RWC10-GR.7-S.3-GLE.2-EO.a, b; RWC10-GR.7-S.3-GLE.3-EO.a-e; RWC10-GR.8-S.1-GLE.1-EO.a; RWC10-GR.8-S.3-GLE.2-EO.a, b; RWC10-GR.8-S.3-GLE.3-EO.a-c, e.

"What Is the Power of Youth?" Worksheet

Name: _____ **Date:** _____

Brainstorm

Think of examples of people in your life or in history who have made a difference in their communities.

How would you describe your community?

What contributions have you or can you make to improve your community?

What impact do you think youth can make?

Your Assignment

Write an essay describing "What is the power of youth — making a difference in your community?" and what that means to you. The essay should be not more than 200 words in length.

- Be clear and focused on your message. What is the central idea of your essay?
- As you write your essay, include these parts:
  - Introduction: Paragraph one should be a beginning that grabs the reader's attention and states the main theme or central idea.
  - Body: The middle of the essay (two to four paragraphs long) expands on or gives details about the central idea.
  - Conclusion: The ending paragraph draws a conclusion or states an insight you have gleaned and recaps the central idea in a memorable way.
- Edit and Revise: Either in a small group, in pairs, or on your own, read through your essay again and revise it. Ask yourself:
  - Did I answer the question "What is the power of youth — making a difference in your community?"
  - Are there "beginning," "middle" and "end" paragraphs? Do the paragraphs support the central idea?
  - Is the essay fewer than 200 words?
  - Are my sentences clear? Can I be more descriptive? Can I use better vocabulary?
  - Did I spell everything correctly? Did I use the correct punctuation?

Math: Ratios and Percentages

"Free Throws"

Students shoot free throws as they drill on ratios and percentages.

Time on the Clock: Designate approximately 50 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the **Free Throws** worksheet on page 22 for each student.
- Collect the equipment needed for this lesson.
- Decide where to place the wastepaper basket and the free-throw line. If possible, include the entire class in deciding where the free-throw line should be.

Equipment Needed

- One copy of the **Free Throws** worksheet for each student.
- One pencil for each student.
- One "basket" (for example, a clean wastepaper basket, a box, a large coffee can).
- Approximately 80 sheets of paper appropriate for recycling.
- Masking tape for marking the edge of the free-throw line and the location of each basket.
- One calculator for each student.
- (Optional) One basketball box score from the newspaper.

Scouting Report: Background Information

Comparing players' free-throw records can be complicated because two players seldom shoot the same number of free throws. If one player shoots eight free throws and another shoots 10, who had a better performance? We suggest you examine the ratios of free throws made (FTM) to free throws attempted (FTA), or FTM/FTA. Suppose one player has a ratio of 8:9 and the other has 10:12. Converted to decimals, they are easier to compare than fractions. In newspaper box scores, these decimals are recorded in the percentage (PCT) column. The numbers are written as decimals so that three places of accuracy are available.

Percentages do not tell the whole story, though. Two players could have the same percentage, say 66.7%, yet one player's FTM/FTA could equal 10:15 while the other player's ratio is 2:3. The first player made eight more points for his or her team.

Team Huddle: Introducing the Lesson

Talk about a recent basketball game that may be of interest to the students. Provide the box score from the newspaper and point out the statistics about free throws: FTM (free throws made), FTA (free throws attempted) and PCT (percentage). Ask the class: Which statistic tells which player had the best game? Today's lesson will show why fans are interested in all three measurements.

Warm-Ups: Optional Way to Integrate Physical Activity into Your Lesson

- Ask the class to choose an activity from the **Energizing Exercises** listed in the Additional Resources section. This will warm students up before the free throws game.
- If time permits, stay active for up to 10 minutes. For improved health benefits, students should be physically active for 60 minutes each day.

Step By Step

1. Review the rules for today's free-throw lesson:
   - In basketball games, not everyone gets the same number of free-throw attempts. To simulate that, ask the students to count the number of letters in their last name (up to 10 letters). This will equal the number of shots they will attempt.
   - Each player will shoot from the free-throw line using a sheet of crumpled paper for each attempt.
2. Distribute the worksheets.
3. Have students come up one at a time, and record their names in the chart on the worksheet and on the chalkboard or transparency. Ask for the number of letters in their last name and record this answer under FTA (free throws attempted).
4. Allow each student to shoot all of his or her free throws one after the other and record the scores in the free throws made (FTM) column. Ask each student to compute PCT as a decimal by dividing FTM by FTA (FTM/FTA = PCT).
5. Continue until all students have had a turn.
6. Feel free to give an extra free-throw attempt to students who display exceptional sportsmanship.
7. Discuss the results. Who was the "best" free-throw shooter for the day? Make these points:
   - Two individuals with the same raw score of free throws made could have different percentages.
   - Two individuals with the same percentage could have different ratios.
   - Many ratios are not reduced in basketball because valuable information (the exact number made and attempted) would be lost.

Overtime: Extending or Varying the Lesson

- Demonstrate how percentages fluctuate. Identify selected college basketball student-athletes. After each game, review newspaper box scores and record the number of field goals made to field goals attempted (FGM/FGA). Add these numbers to previous totals to produce cumulative totals for FGM, FGA and PCT. Keep a running list of these cumulative totals on a poster on the bulletin board in order to determine how PCT changes.
- Learn to read a box score.
- Use the data collected through this activity to find more information about the data set depending on what you have introduced to the group. For example, ask the students to find the average, median, mean, mode, minimum value, maximum value, and the lower, inter and upper quartile ranges of the data set.
- Invite a local college/university sports information director or the sports statistician from the local newspaper or high school team to talk to the class about compiling game statistics.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- If a student is struggling to make free throws, pair him or her up with a "coach" for tips on how to improve. Allow the struggling student to practice for a few minutes with the "coach" before trying again. Compare the free-throw percentage before and after the coaching to see if there was an improvement.

This lesson supports the following Colorado Academic Standards code(s): MA10-GR.6-S.1-GLE.1-EO.a, c; MA10-GR.6-S.3-GLE.1-EO.a; MA10-GR.7-S.1-GLE.1-EO.a-d; MA10-GR.7-S.2-GLE.1-EO.a; MA10-GR.7-S.2-GLE.2-EO.a,b; MA10-GR.7-S.3-GLE.2-EO.b-d; MA10-GR.8-S.1-GLE.1-EO.b.

Free Throws Worksheet

Name: _____ **Date:** _____

As each player takes a turn, record the student's name, the number of free throws attempted (FTA), the number of free throws made (FTM) and the percentage (PCT), both as a decimal and as an actual percent.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%
6.					%
7.					%
8.					%
9.					%
10.					%
11.					%
12.					%
13.					%
14.					%
15.					%
16.					%
17.					%
18.					%
19.					%
20.					%
21.					%
22.					%
23.					%
24.					%
25.					%
26.					%
27.					%
28.					%
29.					%
30.					%
					%

Free Throws Worksheet

Arrange the top five names by percentage. List the highest value first.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%

Now arrange the names by the number of free throws made. List the highest value first.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%

Who do you think is the most accurate free throw shooter? Why?

Science: Environmental Impact

"Energy and Sustainability"

This two-part lesson will introduce students to the basic advantages and disadvantages of the 10 major energy sources. Students will evaluate the economic and environmental trade-offs of the 10 major energy sources. This lesson will also introduce students to the idea that new ways of generating energy can help the planet become environmentally healthy.

Time on the Clock: Designate approximately 35 to 45 minutes for each part of this lesson.

Pregame: Teacher Preparation

- Duplicate enough copies of the **"Energy Fact Sheets"** for each group of two to three students.
- Review information about each energy source, highlighting the major uses of each energy source and the advantages and disadvantages of each. Differentiate between renewable and nonrenewable energy sources. Review the **"How We Use Our Energy Sources"** worksheet in the additional resources section.
- Make one transparency or master of each **"Energy Fact Sheet"** to record a class summary of group results.
- Make a transparency of the **"Pinnacle of Energy Bracket."**
- Research local renewable energy production.

Equipment Needed

- Duplicate enough copies of the **"Energy Fact Sheets"** for each group of two to three students.
- Master copies of the **"Energy Fact Sheets."**
- Transparency of the **"Pinnacle of Energy Bracket."**

Scouting Report: Background Information

Energy is involved in everything we do. It gives us light, warms our homes, it helps us cook meals and keeps our food from spoiling. Energy runs our televisions, computers and our cars. Cars run on the energy stored in gasoline and many toys run on the energy stored in batteries. It takes a lot of energy to live our lifestyle. The United States has about 5 percent of the world's population and consumes about 25 percent of the world's energy. The United States derives approximately 92 percent of its total energy from nonrenewable energy sources (coal, petroleum, natural gas and propane) with the remaining 8 percent from renewable resources (hydropower, solar power, wind and biomass).

All energy sources have advantages and disadvantages. Economic and environmental effects help determine the energy source that is used. Although we rely mostly on fossil fuels – coal, oil and natural gas – trends in energy resources are changing. There is a limited supply of fossil fuels and they will eventually run out. Not only are fossil fuels a limited resource, they also create pollution when they are burned. Pollution from fossil fuels is harmful to plants, animals and our bodies.

New sources of energy are found in the environment around us. These sources are called *renewable energy* because they cannot be used up. Most renewable energy sources do not make

pollution when they are used. This type of energy is also known as *sustainable energy*. Renewable energy sources have their disadvantages in that they are flow-limited. Renewable energy sources such as biomass, water (hydropower), geothermal, solar power and wind are naturally replenishing and virtually inexhaustible in duration but limited in the amount of energy that is available per unit of time.

Renewable energy is also called *"clean" or "green" energy* because most renewable energy sources do not pollute the air or harm the environment. As the demand for energy increases, renewable energy will play an important role in supplying the world's clean energy needs. Eventually, we will run out of non-renewable energy sources like coal, oil, petroleum and natural gas. Therefore, we must create sustainable energy sources to support our energy needs.

We are starting to change the way we use energy by using less of it. This is called *energy conservation*. New energy tools are available today to help us be more energy efficient. Energy efficiency is replacing items that are not energy efficient with ones that are. For example, compact fluorescent light bulbs use one-fourth the energy of a typical light bulb. Plus, they save more than $30 over their lifetime. Energy conservation and energy efficiency are important ways to use our energy wisely.

We are also starting to use more energy from renewable sources. Wind farms make energy for less money than burning fossil fuels. Solar panels that make electricity directly from sunshine are also being used. A new age of energy is starting now. Energy conservation, energy efficiency and clean energy from renewable sources may completely power your future.

Team Huddle: Introducing the Lesson

Ask the students to think of all their daily activities. Then identify which activities involve energy of some sort such as electricity, gas, etc. (answers can be written on the board). Next ask students to imagine life without energy and without being able to do many of the things they do on a daily basis. This exercise will help them realize the impact energy has on their lives.

Continue the introduction by telling students that for the next few lessons they will be learning about the major energy sources and their impacts on the environment.

Review the Energy Fact Sheets

- Talk about the 10 energy sources and their common uses.
- Explain the differences between renewable and nonrenewable energy sources.
- Identify the five renewable and five nonrenewable energy sources.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

Physical activity and nutrition work together for better health. Get moving to keep your health in balance. For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be completed in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the **Energizing Exercises** list in the Additional Resources Section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

Part 1: Energy Sources

1. Divide the class into groups of two to three students (no more than ten groups). Give each group one set of **"Energy Fact Sheets."**
2. Explain to the students that they will be working in groups to complete the Energy Fact Sheets by reading each statement and deciding as a group if it is a fact, an advantage or a disadvantage.
3. As they read each fact sheet and decide whether each statement is a fact, an advantage or disadvantage, they must also assign each statement a point value.
4. Explain that they will decide how important the advantages and disadvantages are by assigning points to each energy source. The groups will assign points to each energy source one at a time, then compile a class average before moving on to the next Energy Source Fact Sheet.
5. Provide the following explanations to help the students rate each statement:
   - If the group decides that the statement is a fact, the points for that statement are zero. Points are not awarded to a statement that is neither an advantage nor disadvantage.
   - If the group decides that the statement is an advantage or a disadvantage, the students must decide the importance of the advantage or disadvantage to assign points. Write the scale below on the board for the students to use as a guide:

DISADVANTAGE	-3	-2	-1	0	+1	+2	+3	ADVANTAGE

   - Notice that all advantages are positive numbers – they add to the value of the energy source. All disadvantages are negative numbers – they subtract value from the energy source.
   - Explain that the groups can decide on any number of points between -3 and +3. For example:
     - The basketball team is playing its rival on Friday night. *(Fact, 0 points)*
     - The coach has a cold. *(Disadvantage, -1)*
     - The opposing team's best player is injured. *(Advantage, +2)*
     - It is an away game. *(Disadvantage, -1)*
     - The team has beaten this opponent twice this year. *(Ask the class to decide.)*
     - Allow the class to come up with two more examples.
6. Once the students understand the points system, begin with the first energy source – Biomass. Each group should try to come to a consensus on the number of points to assign, but if they cannot, the students should compromise by calculating an average for the group.
7. Emphasize that there are no right or wrong answers and that it is ok for different people and groups to place different values on the advantages and disadvantages.
8. After the groups have assigned points to each energy source, they should calculate the total points by adding the number of positive numbers together and subtracting the negative numbers. The total can be a negative number.
9. Ask the students to write their names on the back of the Energy Fact Sheets, collect them and explain that they will work in the same groups for the next part of this lesson.

Part Two: Pinnacle of Energy

1. Have the students return to their groups.
2. Begin by averaging the group points assigned to each energy source. Work with the students to average the points for each energy source by adding together all of the sources and dividing by the number of groups.
3. If the students disagree about whether a statement is fact, an advantage or a disadvantage,

have one student from each opposing group give the rationale for the group's decision. The points can only be discussed if there is a marked disparity in the points or if you wish to expand the lesson.

4. Record the average score on the board or on the master Energy Fact Sheet.
5. Each group should write the average score next to its group's score for comparison.
6. Now explain to the students that they will participate in an Energy Tournament.
7. Use the class average scores to assign each energy source a seed in the tournament.
8. Randomly assign each group one energy source. This will be their energy team.
9. To play the game, each group will argue the advantages of its energy source and the disadvantages of its opponent's energy source. Conduct a coin toss to determine which team goes first. The remaining players will help decide which team advances based on the arguments from each team. The teacher has the final determination.
10. Continue the game in a round robin fashion using the single-elimination Pinnacle of Energy Bracket to record each team's place in the tournament.
11. Complete the bracket to determine the Pinnacle of Energy.

Discussion

12. Discuss the winning energy source. Which facts, advantages or disadvantages led to its advancement over other energy sources? Discuss the runner-up and the third-place energy sources and ask the same questions. Now discuss the ninth- and tenth-place energy sources. What facts or disadvantages contributed to their seeding in the tournament?
13. Most of the energy we use is from nonrenewable sources – coal, petroleum, natural gas and propane.
    - Ask: Why do we rely on these sources for our energy needs? Is it because they meet our needs? Is it because they are cheap? Is it because they are plentiful?
14. What kind of energy will people be using in the future? Why?
15. Why don't we use more renewable energy now?
16. Are there reasons to use more renewable energy sources now rather than wait until the nonrenewable energy sources run out? If so, what are those reasons?
17. What is the importance of creating more nonrenewable energy sources?
18. What can we do to increase the use of more nonrenewable energy sources?

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- Ask a student to referee or officiate the assignment of points.
- Ask a student to lead the "replay booth." This student will review the facts and help resolve disagreements about an energy source throughout the game.

Overtime: Extending or Varying the Lesson

- Conduct a double elimination tournament allowing teams more time to argue their energy sources.
- Conduct a second bracket seeding renewable versus nonrenewable energy sources.
- Lead the class through the **"How We Use Our Energy Sources"** worksheet located in the additional resources section.

This lesson supports the following Colorado Academic Standards code(s):
RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g; RWC10-GR.7-S.1-GLE.1-EO.a-e; RWC10-GR.7-S.1-GLE.2-EO.a, c; RWC10-GR.7-S.3-GLE.1-EO.a, b; RWC10-GR.7-S.3-GLE.2-EO.a, b; RWC10-GR.7-S.3-GLE.3-EO.a-e; RWC10-GR.8-S.1-GLE.1-EO.a-c; RWC10-GR.8-S.1-GLE.2-EO.a-c; RWC10-GR.8-S.4-GLE.3-EO.a-c; SC09-GR.6-S.3-GLE.3-EO.a-d; SC09-GR.8-S.2-GLE.1-EO.a-c; SC09-S.3-GLE.5-EO.a-d.
This lesson is adapted from the National Energy Education Development Project (NEED). Available online at www.NEED.org.

Energy Fact Sheet: BIOMASS

 Biomass	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Biomass is plants, trees, garbage, yard waste — anything that was alive a short time ago.				
2. All biomass contains energy that it has absorbed from the sun and stored as chemical energy.				
3. Biomass is a renewable energy source. We can grow biomass in a short time.				
4. We can burn biomass to make heat to make products, heat buildings and make electricity.				
5. Biomass doesn't have as much energy as fossil fuels. We must burn more biomass to get the same amount of energy.				
6. Biomass can pollute the air and smell bad when it is burned.				
7. We can use biomass to make a fuel called ethanol, which is a cleaner fuel than gasoline.				
8. Biomass can be made into a gas called methane and burned like natural gas to make heat.				
9. We transport biomass mostly by trucks.				
10. A small amount (4.1%) of the energy we use in the U.S. is from biomass. Industry is the biggest user of biomass energy.				

Total Score _____

Energy Fact Sheet: COAL

 Coal	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Coal is shiny black rock that is buried underground. It was formed long ago from ancient plants.				
2. Coal is called a fossil fuel. It contains chemical energy that was stored in the ancient plants.				
3. Coal is a nonrenewable energy source. We can't make more in a short period of time.				
4. We burn coal to make heat. We use the heat to make electricity.				
5. We have a lot of coal in the U.S. Burning coal is a cheap way to make electricity. Most of our electricity comes from coal.				
6. Burning coal can pollute the air and produces carbon dioxide—a greenhouse gas.				
7. Power plants and industry work hard to reduce the amount of air pollution from burning coal.				
8. We dig coal from huge coal mines. Coal mines can pollute our water if they are not carefully managed.				
9. We transport coal mostly by trains and sometimes by barges and trucks.				
10. About one-fifth (20.9%) of the energy we use in the U.S. is from coal. We use most of the coal to make electricity.				

Total Score _____

Energy Fact Sheet: GEOTHERMAL

 GEOTHERMAL	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. *Geo* means earth; *therme* means heat. Geothermal means earth-heat.				
2. The center of the Earth is very hot. This heat warms water and rocks near the surface. We can use this thermal energy.				
3. Geothermal energy is renewable energy. Rocks in the center of the earth produce more heat all the time.				
4. Hot geothermal steam can heat buildings and make electricity. Hot steam reservoirs are found in Western states and in Hawaii.				
5. Geothermal power plants are built on top of steam reservoirs. The plants are expensive to build, but the fuel (steam) is cheap.				
6. Geothermal steam can contain dangerous chemicals. Power plants clean the steam or put the chemicals back into the earth.				
7. Low temperature geothermal energy is found everywhere in the U.S., just a few feet underground.				
8. Low temperature geothermal energy can be used to heat and cool buildings. The systems are a good bargain over the life of the systems.				
9. Geothermal energy is used where it is found. We can't transport it long distances.				
10. Geothermal energy provides the U.S. with a very small amount (0.4%) of the energy we use, mostly to heat and cool buildings.				

Total Score _____

Energy Fact Sheet: HYDROPOWER

 HYDROPOWER	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. *Hydro* means water. Hydropower is the energy of moving water.				
2. Gravity pulls water from high ground to low ground. There is energy in moving water—mechanical energy.				
3. Water is a renewable energy source. Rain will fall as long as the sun evaporates water from the oceans, rivers and lakes.				
4. Dams can be built across rivers to harness the energy of moving water. Turbines at the bottom of the dams make electricity.				
5. Hydropower is the cheapest way to make electricity. The fuel (moving water) is free to use and isn't transported. Gravity moves it.				
6. Hydropower plants do not pollute the air since no fuel is burned.				
7. Hydropower dams can flood a lot of land when they are built. They can also disturb fish and wildlife habitats.				
8. The lakes made by the dams can be used for fishing, boating and other sports. They can also help prevent floods.				
9. Most of the good places to put hydro dams have been used. The U.S. will not build many more hydro dams.				
10. Hydropower provides the U.S. with a small amount (almost 2.8%) of the energy we use. Hydropower is used to make electricity.				

Total Score _____

Energy Fact Sheet: NATURAL GAS

NATURAL GAS	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Natural gas has no taste, color or smell. A smell, like rotten eggs, is added so we can tell if there is a gas leak.				
2. Natural gas contains energy—chemical energy. It was formed long ago from tiny sea plants and animals. It is a fossil fuel.				
3. Natural gas is buried underground in pockets of rocks. It is a nonrenewable energy source and took a long time to form.				
4. We can burn natural gas to make heat. We can use the heat to make products, to warm buildings and to make electricity.				
5. We have a 110-year supply of natural gas at the price we pay today. There is plenty more if we want to pay more to get it.				
6. Burning natural gas produces some air pollution and carbon dioxide—a green-house gas.				
7. Cars with special engines can run on natural gas. Natural gas is cleaner than gasoline, but more expensive to use.				
8. We dig wells deep into the ground to get natural gas and send it to a plant to be cleaned.				
9. We transport natural gas across the country through pipelines. There are more than 300,000 miles of natural gas pipelines in the U.S.				
10. Almost one fourth (24.7%) of the energy we use in the U.S. comes from natural gas. Mostly, we use natural gas to make products and heat our homes.				

Total Score _____

Energy Fact Sheet: PETROLEUM

PETROLEUM	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Petroleum is oil that is buried underground in pockets of rock. We drill wells into the ground and under the oceans to reach it.				
2. Petroleum is a fossil fuel. It was formed long ago from tiny sea plants and animals. Petroleum contains chemical energy.				
3. Petroleum is a nonrenewable energy source. We can't make more petroleum in a short period of time.				
4. We burn petroleum for energy. We use it mostly for transportation fuel. It can also heat buildings and make electricity.				
5. Petroleum is also used to make plastics, medicines, paint, soaps and many other products.				
6. Burning petroleum can pollute the air. Burning it also produces carbon dioxide—a greenhouse gas.				
7. Drilling for oil and transporting it can harm the land and water if the oil spills.				
8. We do not drill enough petroleum in the U.S. to meet our needs. We import about half of the oil we use from other countries.				
9. We transport petroleum by pipelines, oil tankers and trucks.				
10. More than a third (36.5%) of the energy we use in the U.S. comes from oil.				

Total Score _____

Energy Fact Sheet: PROPANE

 PROPANE	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Propane is a gas with no color, taste or smell. It is buried underground with petroleum and natural gas.				
2. Propane contains energy—chemical energy. It was formed long ago from tiny sea plants and animals. Propane is a fossil fuel.				
3. Propane is a nonrenewable energy source. We can't make more propane in a short period of time.				
4. We can burn propane for energy. We use propane to heat buildings in rural areas. We also use it in grills and as a clean fuel for vehicles.				
5. Propane turns into a liquid under pressure and takes up less space. A one-gallon tank can hold 270 gallons of propane gas.				
6. Propane is a portable fuel. As a liquid, trucks can carry propane to rural areas that don't have natural gas pipelines.				
7. Propane is a cheap and clean-burning fuel. We use propane to fuel vehicles that we operate inside buildings—like forklifts.				
8. Propane produces some air pollution and carbon dioxide when it is burned.				
9. We transport propane by pipelines and trucks. We store propane in tanks under pressure—as a liquid.				
10. A small amount (1.0%) of the energy we use comes from propane. We use it mostly to make products and heat buildings.				

Total Score _____

Energy Fact Sheet: SOLAR

 SOLAR	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. *Sol* means sun. Solar energy is energy from the sun.				
2. The sun is a big ball of gas. It produces energy all the time. The sun's energy reaches the Earth in rays—radiant energy.				
3. Solar energy is a renewable energy source. We will have solar energy as long as the sun shines.				
4. We get light from the sun every day. We can also capture the sun's energy to heat water and buildings and to make electricity.				
5. Photovoltaic (PV) cells can change solar energy directly into electricity. PV cells are used in places with no power lines.				
6. Electricity from PV cells is more expensive than electricity from power plants.				
7. Solar energy is free to use. It is also a clean energy source—no fuel is burned to make the heat or electricity.				
8. The sun's energy is spread out and hard to capture. The energy is only available when the sun is shining, not 24 hours a day.				
9. We cannot transport solar energy. We use it where we find it.				
10. Solar energy provides the U.S. with a very small amount (0.1%) of the energy we capture and use, not counting light.				

Total Score _____

Energy Fact Sheet: URANIUM

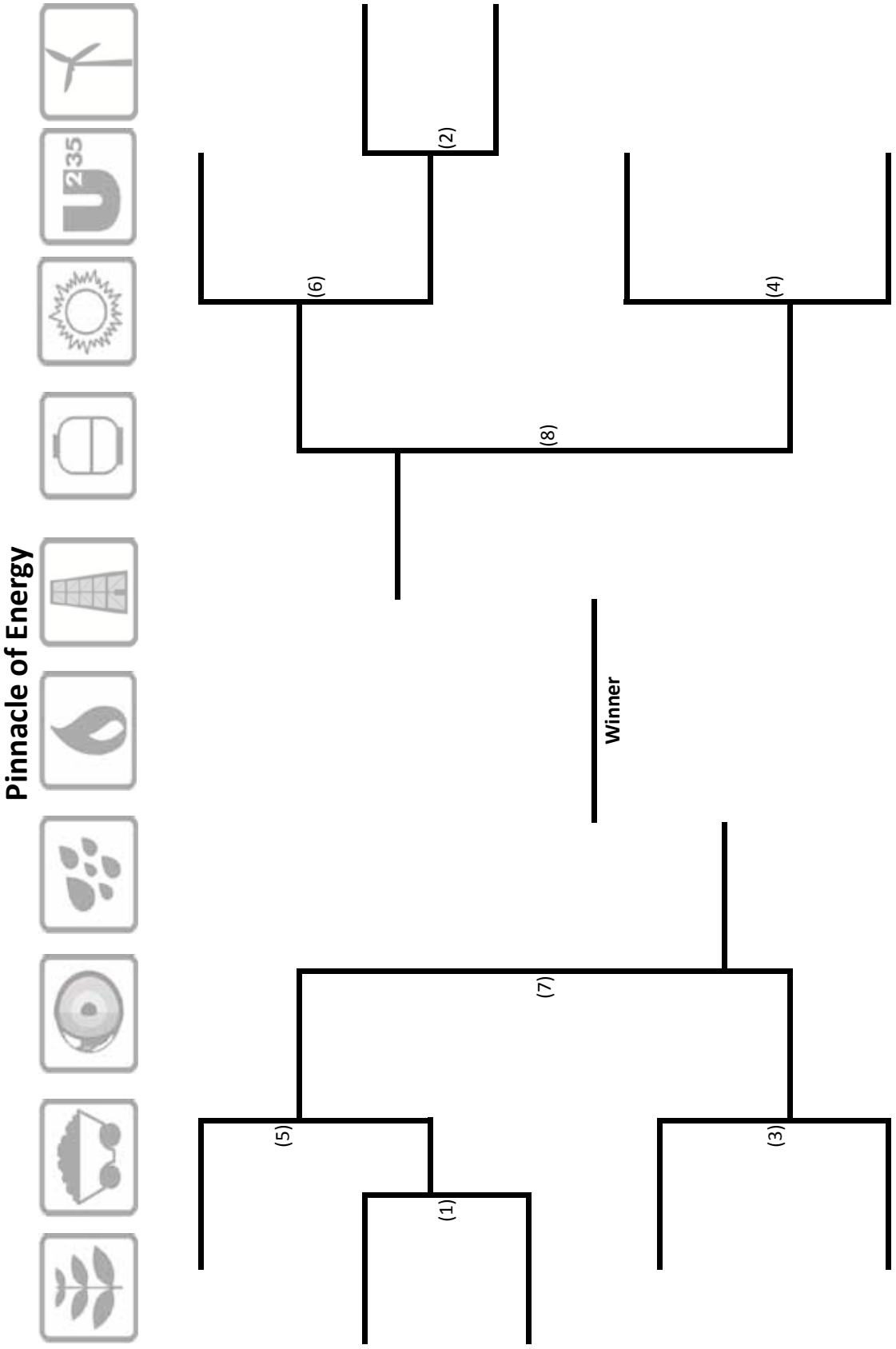
 URANIUM	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Everything in the universe is made of tiny particles called atoms. In the center of each atom is a nucleus, with smaller particles.				
2. The nucleus has energy that holds it together—nuclear energy. The nucleus of a uranium atom has lots of energy holding it together.				
3. Uranium is a mineral buried underground. It is a nonrenewable energy source—we can't make more uranium.				
4. We have a lot of uranium in the U.S. It is a cheap energy source.				
5. We can split atoms of uranium into two smaller atoms. When we split atoms of uranium, some of the nuclear energy is set free as heat.				
6. We can use this heat to make electricity. The uranium isn't burned, so there is no air pollution.				
7. When we split uranium, rays of energy—called radiation—are also produced. This radiation can be very dangerous.				
8. The waste from nuclear plants produces radiation for a long time. Many people are concerned about how to store this waste.				
9. We transport uranium mostly by truck.				
10. Almost one tenth (8.8%) of the energy we use in the				

Total Score _____

Energy Fact Sheet: WIND

 WIND	FACT	ADVANTAGE	DISADVANTAGE	POINTS
1. Wind is air in motion — kinetic energy.				
2. The sun heats the Earth's surface unevenly, causing the air over warmer surfaces to rise and cooler air to flow in—forming wind.				
3. Wind energy is a renewable energy source. We will have wind as long as the sun shines.				
4. Wind turbines can capture the energy in wind to make electricity. Many wind turbines placed together are called a wind farm.				
5. Wind turbines take up a lot of land, but the land can also be used for farming or grazing animals.				
6. Wind energy is free to use. It is also a clean energy source—no fuel is burned to make electricity.				
7. Electricity from new wind turbines is an economical source of electricity.				
8. Many places do not have enough wind to make electricity, and the wind doesn't blow all the time.				
9. We cannot transport wind energy. We must capture it where we find it.				
10. Wind energy provides the U.S. with a very small amount (0.7%) of the ????				

Total Score _____


Pinnacle of Energy
(2)
(6)
(4)
(8)
Winner
(7)
(5)
(3)
(1)

Social Studies: The United States of America in the 1890s

"Basketball's Origin"

Students will be able to position the birth of basketball within the cultural, political and economic context of the United States in the 1890s.

Time on the Clock: Designate approximately 30 to 40 minutes for this lesson, plus time to research and present final projects.

Pregame: Teacher Preparation

- Duplicate the **Basketball's Origin** worksheet on page 41 for each student.
- Locate resources that will help students learn about the late 1800s: encyclopedias, history books, periodicals of the time, newspaper articles, Internet sites.

Equipment Needed

- One copy of the **Basketball's Origin** worksheet for each student.

Scouting Report: Background Information

The late 1800s were filled with changes for America. People moved West and settled millions of acres; railroads expanded; industrialists built corporations and trusts; immigrants flocked to America; and farmers, undone by mechanization and financial hardship, either abandoned their farms or helped organize the Populist movement to promote pro-farmer legislation. Industrialization, urbanization, mass production and mechanization all contributed to the rise of America as a world industrial power and the establishment of labor organizations.

In 1881, Booker T. Washington founded Tuskegee University in Alabama and became the most prominent African-American leader in America. African-Americans started the Great Migration North and West in the 1890s, contributing greatly to the U.S. economy and culture, and yet the minstrel shows of the time ridiculed African-American culture. Several Western states adopted women's suffrage in the late 1800s. In 1890, two national suffrage organizations merged into the National American Woman Suffrage Association (NAWSA), and Susan B. Anthony became its president in 1892.

Almost every city and town had a band that played mostly waltzes and two-steps for the public. John Philip Sousa composed dozens of military marches. The piano became a popular home instrument and ragtime music entered the scene, with Scott Joplin as its "father." The books of Mark Twain (Samuel Clemens) entertained American readers. Presidents Cleveland, Harrison and McKinley presided over this era.

Against this backdrop, Dr. James Naismith invented the game of basketball in a Massachusetts gymnasium in 1891. Who knew how influential this game would become in American culture? Today, approximately 30,000 male and female student-athletes play college basketball, and thousands of youngsters play on schoolyards and gyms across the country. The NCAA is proud to have been a part of the history of basketball and other intercollegiate athletics, which are integral to our system of higher education. In this lesson, students will learn about the origins of basketball and how the game's invention fit within the cultural, political and economic context of the time.

Team Huddle: Introducing the Lesson

Tell the students that they will learn how basketball began and their assignment will challenge them to find out what else was going on in America at the same time.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- Dr. Naismith created the game of basketball after being challenged to create an indoor game that was fair to all players and not too rough. Before the beginning of this lesson, play a class favorite indoor game or perform an activity from the **Energizing Exercises** list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.
- For improved health benefits, students should be physically active for 60 minutes each day.

Step By Step

1. If you have had previous lessons on the history of the late 1800s, ask students to recall what they learned. Topics covered may have included:
   - The Old West, the Indian Wars, the Gilded Age, railroad expansion, industrialism, corporations and trusts, the establishment of labor organizations, immigration, the Populist and Progressive movements, the Great Migration of African-Americans, the Suffragist Movement and the Spanish-American War. If these have not been a part of recent curriculum, briefly summarize the changes that took place in American society in the late 1800s.
2. Distribute the **Basketball's Origin** worksheet to each student.
3. Remind students that the game of basketball was invented in 1891, amid all these cultural, political and economic changes. The popularity of basketball grew very quickly and, within a few years, hundreds of men's and women's teams had formed.
4. As a class, read "The Invention of Basketball" on the worksheet.
5. Review the assignment with students. Help students understand how to weave basketball into the viewpoint of their character (for example, students may play an immigrant who is excited he or she had time to play such a game, a bankrupt farmer who sees no point in playing games, or a ragtime musician who composes a song about basketball).

   ***Note: Students must seek teacher approval if they choose a character other than those listed on the worksheet.**

   Give students as many resources as possible to conduct their research, as well as class time.
6. Give all students an opportunity to present their finished projects.

Overtime: Extending or Varying the Lesson

- Have small groups work together to complete the project.
- Allow students who are too shy to speak in front of the class to present their readings to you or to a small group, rather than the entire class.
- Instead of or in addition to assigning a narrative, ask students to create a timeline of major events that took place within 20 years before and after 1891. Ask students to identify the century versus the decade.

Team Captains: How to Engage Peer Tutoring

- Ask the students to work in small groups, emphasizing teamwork among the students.

This lesson supports the following Colorado Academic Standards code(s): RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g. RWC10-GR.6-S.3-GLE.1-EO.a, d, e, f; RWC10-GR.6-S.3-GLE.2-EO.a-g; RWC10-GR.6-S.3-GLE.3-EO.a-e; RWC10-GR.7-S.1-GLE.1-EO.a-e; RWC10-GR.7-S.1-GLE.2-EO.a, c; RWC10-GR.7-S.3-GLE.1-EO.a, b; RWC10-GR.7-S.3-GLE.2-EO.a, b; RWC10-GR.7-S.3-GLE.3-EO.a-e; RWC10-GR.7-S.3-GLE.1-EO.a, b; RWC10-GR.7-S.3-GLE.2-EO.a, b; RWC10-GR.7-S.3-GLE.3-EO.a-e; RWC10-GR.8-S.1-GLE.1-EO.a-c; RWC10-GR.8-S.1-GLE.2-EO.a-c; RWC10-GR.8-S.1-GLE.1-EO.a; RWC10-GR.8-S.3-GLE.2-EO.a, b; RWC10-GR.8-S.3-GLE.3-EO.a-c, e; RWC10-GR.8-S.4-GLE.3-EO.a-c; SS09-GR.6-S.1-GLE.1-EO.b, c; SS09-GR.6-S.1-GLE.2-EO.a-c; SS09-GR.7-S.1-GLE.2-EO.a, b; SS09-GR.7-S.1-GLE.2-EO.b, c; SS09-GR.8-S.1-GLE.1-EO.a-c; SS09-GR.8-S.1-GLE.2-EO.a, b, d, g, f.

Basketball's Origin Worksheet

Name: _____ **Date:** _____

Your assignment

- Read "The Invention of Basketball" below.
- For this assignment, you will play the role of one person (your choice) from the 1890s:

Cowboy in the Old West
Susan B. Anthony
Laborer
Immigrant
Farmer
Railroader or industrialist (Jay Gould, James Hill, Andrew Carnegie, Cornelius Vanderbilt, John D. Rockefeller, etc.)
Jane Addams
Booker T. Washington
Member of a town band or minstrel show
Scott Joplin
Mark Twain
Native American
U.S. President (Grover Cleveland, Benjamin Harrison or William McKinley)

- Use encyclopedias, history books, newspaper articles, periodicals and the Internet to research this person and the circumstances of the late 1800s. Gather relevant information and draw evidence from these sources.
- Pretending to be this person, write a narrative, dramatic reading or play, or a letter to someone (perhaps to a family member, Dr. James Naismith or Senda Berenson). Use the first person to write from the character's point of view (for example, "I am writing to tell you …", "My family thinks basketball is …").
- Describe who you are, what you do, where you are from, and so forth. From this person's perspective, comment on the game of basketball. (Based on this person's position and role in society, how would this person react to the new game?) Use historical context to shape the story.
- Be ready to present your narrative, dramatic reading or play, or letter in class.

The Invention of Basketball

The year 1891 produced a cold New England winter in Springfield, Massachusetts, and Dr. James Naismith wanted to teach his students at the International YMCA Training School a safe game to play indoors. Originally from Canada, Dr. Naismith had played rugby, hockey and soccer, but these were too rough to play indoors. Instead, he invented basketball.

Dr. Naismith used a soccer ball and two peach baskets. He hung the peach baskets from balcony railings to create goals. The first baskets did not have holes in the bottom, so the ball stayed in the basket instead of falling to the ground. The first uniforms were made mostly of wool and the shoes were made of leather and canvas. Cages were often built around the playing area to protect spectators.

Senda Berenson, the director of physical education at Smith College in Northampton, Massachusetts, introduced women to the game. The first women's basketball game was played in 1893 at Smith College. Soon, hundreds of women's teams formed across the country.

Basketball became popular quickly. It spread across the United States and then around the world. To this day, it is played around the world by people of all ages.

Visual Art: Team Mural

"Creating a Team Mural"

Students will create mural art to represent their point of view on an identified theme. They will select from a variety of symbols, images and ideas to communicate their reflection on "What is the power of youth — making a difference in your community?" This lesson requires teamwork and communication from the entire school to create a single mural.

Time on the Clock: Designate two separate 30-minute lessons.

Pregame: Teacher Preparation

- Duplicate the **Team Mural** worksheet on page 44 for each student.
- Provide photos of murals so students can identify what a mural is. Art history books from the library and searches on the Internet will provide good resources.
- Collect the items listed under Equipment Needed.

Equipment Needed

- One copy of the **Team Mural** worksheet for each student.
- Scrap paper.
- Pens, crayons, paint and/or markers.

Scouting Report: Background Information

Creating art will allow students to make different representations of their goals than what they can accomplish through writing alone. It will enable students to think and see in a new way, using imagery and symbols to communicate their message. While considering the theme "What is the power of youth — making a difference in your community?" students should identify the uses of visual imagery found in the world around us. Familiarize yourself with some common imagery and symbols. Consider looking at artwork that contains imagery and symbols to use as an example (for example, the artwork of Michelangelo, Diego Rivera, Judy Baca or the various works of art around the city of Denver).

Team Huddle: Introducing the Lesson

- Ask: What is art? Allow students to share personal feelings or preferences about various works.
- Ask: Why is art important? Discuss the value of art in daily life and the community in a variety of art and non-art-related lifelong endeavors.
- Ask: What does the phrase *"A picture is worth one thousand words"* mean? Answer: A picture can show what's going on. When I see pictures in textbooks, it helps me understand what the subject is about. If you look at a picture, it puts more ideas in your head. Sometimes it might take a thousand words to explain the true meaning of the picture.
- Talk about symbols and imagery: What are they? Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time. Identify various uses of imagery visual symbols and metaphors (for example, advertisements, graphic novels, currencies, the Internet, a country or state flag, video and video games, etc.).
- Ask: How are the arts influenced by other genres? Or do other genres influence art?
- Now ask how art is created. Allow students to provide the answer. Use this discussion to begin planning your team mural.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the **Energizing Exercises** list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.
- Exercise gets blood flowing to your brain and can wake up your creativity! Take the class on a five-minute walk around the school to look at the different examples of imagery on your campus. A simple destination could be to go outside to see a state flag or the U.S. flag. Be sure to do your homework and know what the symbols on the flags stand for!
- If it is too cold to go outside, take a walk around your school hallways and point out posters, fliers and signs in the hallways.

Step By Step

1. After the class discussion about creating art, distribute the **Team Mural** worksheet.
2. Lead the class through the worksheet prompts, going through both personal expressions and team mural planning on the first day. Leave the second lesson for painting the mural.

Overtime: Extending or Varying the Lesson

- Tie into your lesson the works of Michelangelo, Diego Rivera, Judy Baca or other artists who have painted large murals.
- Take a field trip to a mural in your local area. Discuss what the students thought the artist was trying to communicate and how.
- Review the murals and artwork displayed at the Denver airport and local museums.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well and has finished ahead of the class, ask him or her to partner with someone who may be struggling with the concept. If he or she can draw well, perhaps that student can sketch the first draft of the mural.

This lesson supports the following Colorado Academic Standards code(s):
VA09-GR.6-S.1-GLE.1-EO.b; VA09-GR.6-S.1-GLE.3-EO.c; VA09-GR.6-S.2-GLE.1-EO.a, b; VA09-GR.6-S.2-GLE.2-EO.a,b; VA09-GR.6-S.3-GLE.1-EO.a-c; VA09-GR.6-S.3-GLE.2-EO.c, d; VA09-GR.6-S.3-GLE.3-EO.b; VA09-GR.6-S.4-GLE.2-EO.a, b, d; VA09-GR.7-S.1-GLE.1-EO.a-c; VA09-GR.7-S.1-GLE.2-EO.b; VA09-GR.7-S.1-GLE.3-EO.a, b; VA09-GR.7-S.2-GLE.2-EO.a, c; VA09-GR.7-S.3-GLE.1-EO.a, b; VA09-GR.7-S.3-GLE.2-EO.a-c; VA09-GR.7-S.3-GLE.3-EO.a, b; VA09-GR.7-S.4-GLE.2-EO.a, b; VA09-GR.8-S.1-GLE.1-EO.a, b; VA09-GR.8-S.2-GLE.1-EO.a, b, d; VA09-GR.8-S.2-GLE.2-EO.a, b, d; VA09-GR.8-S.3-GLE.1-EO.a-c; VA09-GR.8-S.3-GLE.2-EO.b, c; VA09-GR.8-S.4-GLE.1-EO.a, b; VA09-GR.8-S.4-GLE.2-EO.a-d.

Team Mural Worksheet

Name: _____ **Date:** _____

1. Personal Expressions

   - Think about visual symbols, imagery, art and art vocabulary. Think about the question "**What is the power of youth — making a difference in your community?**" What does it mean to you? How can you use visual art to communicate your answer?
   - Begin to sketch out some ideas you have of simple, bold imagery. Create pictures of things that hold meaning to you. Express your personal ideas while using characteristics and expressive features of art and design to communicate your answer to **"What is the power of youth — making a difference in your community?"**
   - Write three to five sentences to explain your sketch. Make sure to explain why you chose the symbols, colors and imagery that you used.

2. Team Mural Planning

   - As a classroom, discuss "**What is the power of youth — making a difference in your community?**" and what it means to all of you. Agree on what you want to have in your school mural. Now discuss how you will create the art. What will the canvas look like? Who will create which parts? How will you work together to visualize your message?
   - Once everyone agrees with the plan, the school will need to create a sketch of the mural on a small piece of paper. As you create the team mural, be sure to discuss redirection and revision as a part of the creative process.
   - Write three to five sentences to explain your school mural. Make sure to explain why you chose the symbols, colors and imagery that you used.

Service Learning: How To Engage Your Classroom in a Successful Service Project

This three-part lesson will help you engage your class in a successful service project. These basic steps are intended to suggest and guide. If you choose to ask the class to participate in a service project, we suggest you follow these six guiding principles:

1. Set specific goals with the class.
2. Choose a project as a class.
3. Choose and support team leaders.
4. Prepare for the day of the event.
5. Kick off your event.
6. Follow up after the event.

Part 1: Setting Goals and Choosing a Service Activity

Students will learn how to come to consensus by agreeing to classroom goals, objectives and a group service activity.

Time on the Clock: Designate approximately 40-50 minutes for this lesson.

Team Huddle: Introducing the Lesson

Service Footprint

- Ask a volunteer to read the quote: "The true measure of a leader is not the number of people who serve the leader, but the number of people served by the leader." — Adapted from a quote by John C. Maxwell.
- Ask the class: How many of you have heard the term "carbon footprint"? What does that mean? (Answer: "emissions, like greenhouse gases, caused directly or indirectly by an individual")
- Explain: In a positive comparison, we want you to think about your service footprint. In other words, what will you leave behind in your service efforts? What impact will you have on your community?

Step By Step

1. Lead the class in a discussion about what the classroom goals will be for the service project:
   - What should be our classrooms goals for deciding on, preparing for and completing a classroom service project?
   - What guiding rules should we have about how to proceed?
   - How will we come to make group decisions (for example, voting)?
2. Lead the class in a discussion about what the project will be (record and keep the students' responses so that they can agree on them and refer back to them throughout the service project):
   - Unfortunately, many of us don't take the time to identify how we can make a difference in a way that truly aligns with what is most important to us. Think about it, if you had the chance to volunteer your time and energy to something that was meaningful to you, what would that look like?
   - Looking at our goals, what values are important to the classroom?
   - What are the people in your class good at and how can you use your strengths to make an impact?

- Communities look different for each of us. Would you define your community as the school? Your neighborhood? Or more globally?
- What community do we want to work with?
- What kind of impact or difference do you want to make?

3. Lead the class in planning for the service activity:
   - Create a master task list with the class.
   - Agree on duties, time frame and expectations.
   - Keep a visual of how the class is progressing in the planning and preparations for the service event.

Part 2: Participating in the Service Activity

Students will learn about service, community and taking action as they participate in the service activity.

Part 3: Debriefing on the Experience

Students will learn to reflect on what they have learned by debriefing as a class.

Time on the Clock: Designate approximately 30 minutes for this lesson.

Team Huddle: Introducing the Lesson

1. Lead the class in a five-minute debriefing discussion about the service activity. Here are some sample questions to get things started:
   - What are your thoughts about the service activity?
   - What did you enjoy most about the activity?
   - What was most challenging?
   - What did the class accomplish during this service activity?
   - What impact did your work and contribution have on the community?
   - What did you learn during the service activity?
   - What effect did your participation in this service activity have on you?

2. Explain that it is time to reflect in an individual way. Hand out pens and blank sheets of paper to the class, and ask students to draw a picture or write words that represent their personal thoughts about the service activity. Here are some guiding instructions:
   - Think about what you accomplished (personally or as a group) during today's activity or how this experience affected you personally.
   - Be creative and capture your thoughts on paper. You can draw more than one picture or word, we just ask that you be prepared to share it with the group.
   - When all participants have finished, ask the students to help post their papers on the wall.

3. Bring the class together to talk through these questions in a group discussion:
   - As you look at all of these images and words, does anyone want to take a shot at explaining what you see?
   - Could you answer the question "What did you accomplish at the service activity?" just by looking at the wall?
   - Do any students want to share what they drew?
   - Point out a few pictures and ask for someone to explain.

- What do you think the purpose of this activity is? (Look for: The goal of our activity this morning was to share the experience of doing something positive for someone else. These types of activities give you the opportunity to reflect on your direct experience and teach you valuable social skills such as teamwork, communication and leadership.)
- How many of you take the time to reflect individually or as a group on the service activities you've been involved in? If so, how do you do it?
- What is the importance of reflecting on a service experience? (Look for: Think about what you learned, formulate how the experience relates to other aspects of your life, see the value in giving back to others, appreciate what you have.)

4. Close the discussion by sharing yourself. Some thoughts to tie things together are listed below:
   - Reflecting on your experience gives you the chance to think about what you have been a part of. It also gives you the chance to learn from one another and to apply those skills to so many areas of your life.
   - When you go home, we encourage you to reflect on and share the service activities you were involved in.
   - Was this a rewarding/meaningful experience? Is it something you will continue to stay involved with?
   - How can you make a difference in your community?

Overtime:

- Incorporate Day of Service — Challenge your class to engage in the King Day of Service this winter. In 1994, Congress designated the Martin Luther King Jr. Federal Holiday as a national day of service and charged the Corporation for National and Community Service with leading this effort. Taking place each year on the third Monday in January, the King Day of Service is the only federal holiday observed as a national day of service — a "day on, not a day off." The King Day of Service empowers individuals, strengthens communities, bridges barriers, addresses social problems and moves us closer to King's vision of a "Beloved Community."
- For more information about the King Day of Service, visit www.mlkday.gov.

This lesson supports the following Colorado Academic Standards code(s):
CH09-GR.7-S.4-GLE.5-EO.c; RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g.

Sportsmanship and Ethical Conduct

"Team Building"

Students will learn about team building through an interactive exercise and discussion.

Time on the Clock: Designate approximately 20-30 minutes for this lesson.

Equipment Needed

- Open space large enough for the class to stand in a circle.

Team Huddle: Introducing the Lesson

Tell the students that they will be participating in a short game called "Can I Get In?" The key element to this exercise is the debriefing you will lead the class through after the game.

Step By Step

1. Run the activity (approximately five minutes):
   - Ask your class to form a circle and hold hands.
   - You will need one volunteer to stand outside the circle. Direct the volunteer to try to get inside the circle (WITHOUT HURTING ANYONE).
   - Direct the circle to prevent the outsider from entering (WITHOUT HURTING ANYONE).
   - The activity will end when the "outsider" is able to enter the circle, or when the "outsider" gives up on the task. If you choose, ask for others to switch places so that more classmates get a chance to be in the "outsider" role.

2. Lead your class through debriefing of the activity by asking the following questions (approximately five to 10 minutes):
   - How did it feel being on the outside of the circle?
   - What strategies did the "outsiders" use to try to get into the circle?
   - How did it feel being a part of the circle?
   - Did anyone feel bad for the outsiders? How, if at all, did you act on those feelings?
   - What did you tell yourself that persuaded you to keep the "outsiders" outside the circle?
   - How did people in the circle talk to each other?
   - What did you talk about? Did you do or say anything that you regret?
   - What other choices did the participants in the circle have for including the outsider?

3. Discuss the dynamics of different groups and teams and how they may choose to change their behavior in the future (approximately five to 10 minutes):
   - What are the different groups in your life? At school? (for example, family, teams, organizations, friends)
   - Have any of you ever been new to a team? A school? How would you like to have been treated as an "outsider"? If needed, explain the term "empathy."
   - What choices or responsibilities do people on a team or clique have for including others?
   - Would you do anything differently if we did this activity again?
   - What do you think is the best way to lead a good team? (for example, including everyone to feel like a contributing member of the team)

Sportsmanship and Ethical Conduct

"Team Talk"

The students will come together and agree on team rules.

Time on the Clock: Designate approximately 20 to 30 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the **Team Talk** worksheet on page 52 for each student.
- If your school has rules or principles, make sure to have them on hand.

Equipment Needed

- One copy of the **Team Talk** worksheet for each student.
- Use of a chalkboard or whiteboard.

Team Huddle: Introducing the Lesson

Tell the students they are all part of the same classroom team. In order to be successful in the classroom, everyone needs to be on the same page. Therefore, today you will decide the classroom rules. The NCAA encourages fair play and good sporting behavior. In order for teams to be successful, teammates need to treat each other with respect. A classroom and your classmates are no different.

Warm-Ups: Optional way to integrate physical activity into your lesson

- Choose a physical activity that promotes team building.
- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform a team-building activity or choose from the **Energizing Exercises** list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Hand out the **Team Talk** worksheet.
2. After the students have had a chance to create a list of their ideas as partners or on their own, facilitate a discussion on what THEY think the classroom team rules should be. Use the chalkboard/whiteboard to record notes. It is essential that the students come up with the principles themselves in order for them to buy in and eventually follow the rules.
3. Feel free to reference school principles or the NCAA's ideas on sportsmanship (Fair Play section). Also, the NCAA RESPECT campaign is something that can be easily translated as respect is a term that encompasses the heart of sportsmanship and teamwork.
4. Once the rules are finalized, record them all and keep them in a location that can be easily referenced by the class throughout the school year.

5. Discuss how the students will react to a classmate who breaks a rule. After the students have had the opportunity to discuss and come up with their own ideas, be clear that there are certain regulations that you must follow as an employee of the school. Work together toward a solution that the team can support. Ideas include:
   - "Five Fouls" rule that tracks the actions of each student. As with basketball, after committing five fouls, they are asked to "leave the game" or go to the principal's office.
   - Give extra points on quizzes for model sportsmanship behavior.
   - Create a method for someone who breaks a team rule to work his or her way back into good graces.

Overtime: Extending or Varying the Lesson

- In the resources folder of the jump drive, review the "Implementing a Sportsmanship Program" worksheets.

This lesson supports the following Colorado Academic Standards code(s):
CH09-GR.7-S.4-GLE.5-EO.c; PE09-GR.6-S.3-GLE.1-EO.a, b; PE09-GR.6-S.3-GLE.2-EO.a-c; PE09-GR.7-S.3-GLE.1-EO.a, b; PE09-GR.7-S.3-GLE.2-EO.a-d. RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g.

Team Talk Worksheet

Name: _____ **Date:** _____

1. Circle the qualities below that contribute to a great team. Cross out the qualities that make for a poor team.

Cooperating	Accepting leadership from others
Making fun of others	Leading when appropriate
Making all the decisions yourself	Communicating well
Giving teammates credit	Accepting other's ideas
Complimenting team members	Showing respect for authority
Being committed to the team's goals	Questioning authority
Showing concern for people outside the team	Having high self-esteem
Using violence to get your point across	Looking out for teammates
Expressing disagreement in calm words	Looking out only for yourself

2. Add other team-building qualities you have thought of on your own.

3. As partners or on your own, write down what you think some classroom team rules should be. Share with your class as you decide as a group what your classroom team rules will be.

4. What happens when a rule is broken?

5. Once the team has decided on team rules and principles, make sure that you write them down so you know what they are!

Middle School Madness Contest: MURAL

Hosted in conjunction with the 2012 NCAA Women's Final Four, the Middle School Madness Contest is a mural contest for girls and boys in grades six, seven and eight. Students submit a team mural addressing the topic:

"What is the power of youth — making a difference in your community?"

Contest rules and guidelines

- Teachers should review the "Visual Arts: Team Mural" lesson on page 42 when introducing the mural contest to their students.
- The mural must be on the canvas provided to the school by the NCAA.
- The mural can be a drawing, painting, collage or any combination of these or other art forms. The artwork is limited only by the students' imagination. Use a fixative for any graphite or pastel drawings.
- Participating schools will receive a cash honorarium to purchase supplies.
- The mural will be judged on creativity and relevance to the theme.
- Each contest entry must be accompanied by a signed NCAA publicity release form (page 58).
- Each mural must have the following information printed neatly on the back: grade level, school address and the teacher's name. Note: Mural should be completed with materials that make the art easily transported.
- Each school may submit one mural.
- Murals should not make reference to any professional or collegiate sports teams or include any reference to any household brand names. Entries with these references will not be considered for judging or public display.

Deadlines

Schools interested in participating in the contest should fill out the contest participation form on page 56 and return it by fax or mail to Terri Ward not later than Jan. 6, 2012. Murals and publicity release forms must be ready for pickup not later than Friday, March 2, 2012.

Prizes

The Denver Local Organizing Committee will select a grand-prize winner in the mural contest. The school with the winning mural will receive two desktop computers. All schools that participate in the curriculum and all three contests will receive equipment for use in their physical education programs and a monetary honorarium from the NCAA.

Contact Information

For more information regarding the Middle School Madness program, contact Terri Ward at 303/744-6372 or via email at terri@denversports.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

Middle School Madness Contest: ESSAY

Hosted in conjunction with the 2012 NCAA Women's Final Four, the Middle School Madness Contest is an essay contest for girls and boys in grades six, seven and eight. Students may submit an individual essay addressing the topic:

"What is the power of youth – making a difference in your community?"

Contest rules and guidelines

- Teachers should review the "Language Arts: Essay" lesson on page 17 when introducing the essay contest to their classrooms.
- The essay should be typed, double-spaced and not more than 200 words in length.
- Each essay entry must have a cover page with the following information included: student's name, gender, grade level, school name, and teacher's name and phone number.
- Teachers should review the essays and submit the four best essay entries per school (two boys and two girls).
- The essays will be judged on creativity, language skills and relevance to the theme.
- Each contest entry must be accompanied by a signed NCAA publicity release form (page 58).
- Essays should not make reference to any professional or collegiate sports teams or include any reference to any household brand names. Entries with these references will not be considered for judging or public display.

Deadlines

Schools interested in participating in the contest should fill out the contest participation form on page 56 and return it by email, fax or mail to Terri Ward not later than Jan. 6, 2012. Essays and publicity release forms must be ready for pickup not later than Friday, March 2, 2012.

Prizes

The Denver Local Organizing Committee will select four grand-prize winners (two girls and two boys) in the essay contest. All grand-prize essay winners will receive a laptop computer. All schools that participate in the curriculum and all three contests will receive equipment for use in their physical education programs and a monetary honorarium from the NCAA.

Contact Information

For more information regarding the Middle School Madness program, contact Terri Ward at 303/744-6372 or via email at terri@denversports.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

Middle School Madness Contest: PINNACLE OF FITNESS™

The Pinnacle of Fitness program is brought to you by the NCAA and Wilson® Sporting Goods, the official basketball supplier of the NCAA. The program is designed to challenge middle school students to strive for a higher level of fitness and to establish healthy lifestyle habits.

Contest rules and guidelines

- Teachers should review the "Health" lesson on page 9 and the Energizing Exercises list in the Additional Resources section when introducing this contest to their classrooms.
- Students run, jog or walk on school days from Monday, Jan. 9, to Friday, March 16, 2012, and record their activity on the Pinnacle of Fitness Log.
- The goal is to participate in physical activity for 60 minutes per day, five days a week (or on school days).
- Students choose a weekly healthy eating goal and build upon those goals throughout the contest. Choose one healthy eating goal each week and record it on the Pinnacle of Fitness Logs. Refer to the MyPlate tips in the additional resources section to help you choose your nutrition goals. Healthy eating goals may include:
  - ✔ I made half my plate fruits and vegetables.
  - ✔ At least half of the grains that I ate were whole grains.
  - ✔ I chose fat-free or low-fat (1%) milk, yogurt or cheese.
  - ✔ I drank water instead of sugary drinks.
  - ✔ I chose lean sources of protein.
  - ✔ I compared sodium (salt) in foods like soup and frozen meals and chose foods with less sodium.
  - ✔ I ate seafood this week.
  - ✔ I ate smaller portions.

Deadlines

Completed Pinnacle of Fitness logs must be counted and ready for pickup not later than Friday, March 23, 2012.

Prizes

Schools that return completed logs from at least 80 percent of their sixth-, seventh- and eighth-grade Physical Education students will count towards their participation in this contest. The schools that return the highest percentage of completed logs from their sixth-, seventh- and eighth-grade student body will receive a gym equipment voucher from Wilson Sporting Goods.

Students who complete this contest by participating in physical activity for 60 minutes, five days a week and complete a healthy eating goal for six weeks will also receive the Presidential Active Lifestyle Award (PALA) from the President's Council on Fitness, Sports and Nutrition.

All schools that participate in the curriculum and all three contests will receive equipment for use in their physical education programs and a monetary honorarium from the NCAA.

Contact Information

For more information regarding the Middle School Madness program, contact Terri Ward at 303/744-6372 or via email at terri@denversports.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

This contest supports the following Colorado Academic Standards code(s):
CH09-GR.6-S.2-GLE.1-EO.b; CH09-GR.6-S.2-GLE.4-EO.a; CH09-GR.7-S.2-GLE.4-EO.a-b; PE09-GR.6-S.2-GLE.1-EO.b; PE09-GR.6-S.2-GLE.1-EO.b; PE09-GR.6-S.4-GLE.1-EO.e; PE09-GR.7-S.4-GLE.1-EO.a; PE09-GR.8-S.2-GLE.1-EO.a, b; PE09-GR.8-S.2-GLE.2-EO.a, b; PE09-GR.8-S.2-GLE.3-EO.b-e.

NCAA Women's Final Four® Events

Tourney Town refreshed by Coca-Cola Zero™

Date: Friday, March 30 – Sunday, April 1

Location: Colorado Convention Center

Admission: Free

Description: Tourney Town refreshed by Coca-Cola Zero™ will be the "host city" and epicenter for all Women's Final Four fan and community activities, anchored by the Center Stage concert venue. Open to the public, visitors will enjoy entertainment, concerts, food, licensed merchandise, autograph sessions, basketball clinics, exhibits, games and interactive displays free of charge.

Center Stage

Date: Friday, March 30 – Sunday, April 1

Location: Colorado Convention Center

Admission: Free

Description: The Center Stage will be filled with energy, excitement and entertainment throughout the Women's Final Four week. The indoor stage will feature entertainment from local, regional and national talent revving up the Women's Final Four energy in Denver. With free concerts daily, fans will experience great music in a festival-style atmosphere of food and fashion demonstrations, retail experiences, concessions, community engagement and fan excitement activities.

4Kay Run/Walk

Date/Time: Saturday, March 31 — Registration begins at 7:30 a.m., Run/Walk starts at 9 a.m.

Location: TBD

Admission: Pre-registration cost for participants is $20; registration cost on race day is $25.

Description: The 4Kay Run/Walk is held in honor of the late North Carolina State University head women's basketball coach Kay Yow. Proceeds from the run will benefit cancer research through the Kay Yow Cancer Fund®, which is a 501(c)(3) charitable organization committed to the fight against women's cancers by raising funds for scientific research, assisting the underserved and unifying people for a common cause. Walkers are also encouraged to participate, with the first 1,500 registrants receiving a 4Kay Run/Walk T-shirt.

NCAA Youth Clinics

Date/Time: Saturday, March 31, from 8:30 a.m. to 12:30 p.m.

Locations: South High School and ThunderRidge High School

Admission: Free

Description: NCAA Youth Clinics are a community outreach program that connects underserved populations with selected NCAA championships. The clinics provide resources designed to have a lasting impact and create a sustainable community outreach program that is measurable, transferable and adaptable. Participants receive sport-specific skill instruction from NCAA coaches and student-athletes and get valuable information on fitness, healthy lifestyles and sportsmanship. The clinics are open to youth ages 8–16 and feature a session for parents and guardians with information on recruiting, eligibility and youth sports issues. Pre-registration is recommended at www.NCAA.com/youthclinics.

Open Practices and Team Autograph Sessions

Date/Time: Saturday, March 31, at 11 a.m.

Location: Pepsi Center

Admission: Free

Description: The community, women's basketball fans, coaches and NCAA guests are invited to join the Women's Final Four teams at their open practice sessions. In addition to watching team practices, attendees will have the opportunity to receive autographs from the Women's Final Four student-athletes and coaches on complimentary commemorative posters provided by the NCAA. Attendees will also have the opportunity to attend the All-America Team and Wade Trophy announcements held during the open practice sessions.

Battle of the Bands

Date/Time: Saturday, March 31, at 3:45 p.m.

Location: Pepsi Center

Admission: Free

Description: This exciting, energy-filled competition features the pep bands from the four institutions displaying their school spirit. The winner of the Battle of the Bands will be selected by the fans in attendance at open practice. Always a Women's Final Four favorite, this fun competition symbolizes the passion and camaraderie of college basketball.

WBCA High School All-America Game presented by Nike

Date/Time: Saturday, March 31, at 4 p.m.

Location: Pepsi Center

Admission: Free

Description: Since 1992, the WBCA has organized this prestigious event for the nation's most gifted female high school basketball players. Former WBCA High School All-Americans who have participated in this event include former NCAA student-athletes such as Tamika Catchings, Sue Bird, Courtney Paris, Marissa Coleman, Kristi Toliver, Candace Parker and Alana Beard. For more information regarding this event, go to www.wbca.org. After the open practices and autograph sessions for the Women's Final Four teams, the WBCA High School All-America Game will take place at Pepsi Center.

The Mile High Dribble

Date/Time: Sunday, April 1 – Registration at 10 a.m., Dribble starts at 11:30 a.m.

Location: Civic Center Park

Admission: Free

Description: The Mile High Dribble will begin at Civic Center Park and will feature several thousand youth dribbling their way through the streets of downtown Denver, converging on Tourney Town at the Colorado Convention Center. Elementary and middle school-age children are invited to participate in the FREE event, where participants receive a T-shirt and basketball. Spectators will also enjoy the sight and sound of young people dribbling basketballs, followed by a "one-of-a-kind" celebration. Pre-registration is recommended at www.NCAA.com/finalfour.

Women's Final Four Semifinals and National Championship Game

Date/Time: Sunday, April 1, at 4:30 and 7 p.m.
Tuesday, April 3, at 6:30 p.m.

Location: Pepsi Center

Description: Watch the 2012 NCAA Women's Final Four champion be crowned in Denver. Games can be viewed on ESPN. For ticket information, go to www.NCAA.com/finalfour.

Note: Events, dates, times and locations are subject to change without notice.

For more information on the Women's Final Four and Events, go to www.NCAA.com/finalfour.

Basketball Trivia Questions

Match the questions on the left to the correct response on the right.

What team holds the record for the most three-point field goals made in a Women's Final Four game?	47
What team holds the record for most points scored in a single championship game?	2
What is the lowest winning point total in a Women's Final Four game?	University of Texas at Austin
What city will play host to the 2013 Women's Final Four?	1994
How many national championship games have ended in overtime?	Stanford University
Including 2012, how many NCAA Division I Women's Basketball Championship events have been held in the state of Colorado?	San Antonio
In what city was the 2011 Women's Final Four held?	14
Which 2011 NCAA Division I women's player, following Sheryl Swoopes (47 points, 1993), scored the second-most points in history in a championship game with 30 points?	1982
What city set the Women's Final Four single-game attendance record in 2002 with 29,619 fans?	Indianapolis
How many women's championship tournament games has Tennessee head coach Pat Summitt participated in from 1982 to 2010?	University of Connecticut
What team earned its sixth national championship while recording a third undefeated season, defeating Louisville in the national championship game played in St. Louis' Scottrade Center?	127
In 2005, which head coach became the first woman to win a Division I basketball championship as a player and a coach?	Tara VanDerveer
In what year did the NCAA Division I Women's Basketball Championship field expand from 48 teams to 64 teams?	New Orleans
In what year did Louisiana Tech become the first team to win the NCAA Division I Women's Basketball Championship by defeating Cheyney, 76-62?	Danielle Adams
Which four-time NCAA women's coach of the year was recently inducted into the Naismith Memorial Basketball Hall of Fame?	Kim Mulkey

Basketball Trivia Answers

What team holds the record for the most three-point field goals made in a Women's Final Four game?	Stanford University
What team holds the record for most points scored in a single championship game?	University of Texas at Austin
What is the lowest winning point total in a Women's Final Four game?	47
What city will play host to the 2013 Women's Final Four?	New Orleans
How many national championship games have ended in overtime?	2
Including 2012, how many NCAA Division I Women's Basketball Championship events have been held in the state of Colorado?	14
In what city was the 2011 Women's Final Four held?	Indianapolis
Which 2011 NCAA Division I women's player, following Sheryl Swoopes (47 points, 1993), scored the second-most points in history in a championship game with 30 points?	Danielle Adams
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What team earned its sixth national championship while recording a third undefeated season, defeating Louisville in the national championship game played in St. Louis' Scottrade Center?	University of Connecticut
In 2005, which head coach became the first woman to win a Division I basketball championship as a player and a coach?	Kim Mulkey
In what year did the NCAA Division I Women's Basketball Championship field expand from 48 teams to 64 teams?	1994
In what year did Louisiana Tech become the first team to win the NCAA Division I Women's Basketball Championship by defeating Cheyney, 76-62?	1992
Which four-time NCAA women's coach of the year was recently inducted into the Naismith Memorial Basketball Hall of Fame?	Tara VanDerveer

Sweet Sixteen Word Scramble

Unscramble the letters below to find the names and team nicknames of the 16 schools that competed in the 2011 NCAA® Division I Women's Basketball Championship Sweet Sixteen.

University or College	Nickname
ETCNUTCCNOI	SKUHEIS
ROOGENEGTW	OHSYA
ELUAPD	OSEDBMLNEU
DEKU	ESVUBEILLD
NFAOTRSD	CNDARLAI
OOAILANCNTRRH	AREESTHL
OAGAGNZ	LSBLGUDO
ESOLIIUVLL	LSDIACARN
SSETNEEEN	UAEVLRENDSOYLT
HTIETOOSA	EKUCBSYE
AKOMALHO	SEOSORN
ENMEDRATO	THFGHGIIIISNR
YLRBAO	EABSRAYLD
REGYAENB	EXONPHI
ORAGIGE	LAYDLDBOLUGS
MAASETX&	AEISGG

Sweet Sixteen Word Scramble – Answers

University or College	Nickname
CONNECTICUT	HUSKIES
GEORGETOWN	HOYAS
DEPAUL	BLUE DEMONS
DUKE	BLUE DEVILS
STANFORD	CARDINAL
NORTH CAROLINA	TAR HEELS
GONZAGA	BULLDOGS
LOUISVILLE	CARDINALS
TENNESSEE	LADY VOLUNTEERS
OHIO STATE	BUCKEYES
OKLAHOMA	SOONERS
NOTRE DAME	FIGHTING IRISH
BAYLOR	LADY BEARS
GREEN BAY	PHOENIX
GEORGIA	LADY BULLDOGS
TEXAS A&M	AGGIES

NCAA Basketball® Vocabulary

Match each definition on the left with the appropriate vocabulary on the right.

Retrieval of a missed shot	Backcourt
One of the player positions, usually played by the shortest team members	Backspin
A shot made from outside the arc	Center
The team in possession of the ball	Jump ball
Moving the feet illegally	Dunk
To tap the basketball to the floor	Pass
Player gets credit for this after passing the ball to a teammate who scores immediately	Tip-off
A basket worth one point	Travel
A lob from one player to another who scores usually by dunking the ball	Assist
A spin that reverses the motion of the ball	Rebound
Stoppage of play for a designated length of time	Dribble
Throwing, batting or deflecting the ball	Shot
A shot worth two or three points	Offense
Tossing the ball up, usually at midcourt	Guard
One of the player positions, usually played by the tallest team members	Turnover
An attempt to throw the ball into the basket to score	Free throw
The primary ball handler	Field goal
To drive, force or stuff the ball through the basket	Alley-oop
To lose the ball to the defense without taking a shot	Point guard
The defensive half of the court	Three-pointer
The start of the game	Timeout

NCAA Basketball® Vocabulary – Answers

Retrieval of a missed shot	Rebound
One of the player positions, usually played by the shortest team members	Guard
A shot made from outside the arc	Three-pointer
The team in possession of the ball	Offense
Moving the feet illegally	Travel
To tap the basketball to the floor	Dribble
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A basket worth one point	Free throw
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A spin that reverses the motion of the ball	Backspin
Stoppage of play for a designated length of time	Timeout
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The defensive half of the court	Backcourt
The start of the game	Tip-off

Favorite Books List of the NCAA Student-Athlete Advisory Committees

The NCAA has a large governance structure made up of many different committees, councils and cabinets. The NCAA Student-Athlete Advisory Committees are a part of this process. These 79 student-athlete leaders review NCAA issues and proposals, and like student councils, they represent their peers and provide input on issues related to student-athlete welfare. In fact, they voice the opinions and concerns of the more than 400,000 student-athletes from NCAA colleges and universities in Divisions I, II and III. Each national divisional committee is composed of both female and male student-athletes from different sports teams, schools and conferences.

The NCAA Student-Athlete Advisory Committees believe in the importance of education and want you to be inspired to learn. To show their support, they have compiled a list of their favorite books from their middle school years. Look through this list, and maybe you will find a new favorite book!

The Adventures of Huckleberry Finn by Mark Twain
All-American Girl by Meg Cabot
The Chronicles of Narnia by C.S. Lewis
Frindle by Andrew Clements
The Giver by Lois Lowry
The Golden Compass by Philip Pullman
Harry Potter Series by J.K. Rowling
Hatchet by Gary Paulsen
The Hobbit by J.R.R. Tolkien
Holes by Louis Sachar
Lord of the Flies by William Golding
The Outsiders by S.E. Hinton
A Series of Unfortunate Events by Lemony Snicket
Sisterhood of the Traveling Pants by Ann Brashares
To Kill a Mockingbird by Harper Lee
The View from Saturday by E.L. Konigsburg
The Wave by Todd Strasser/Morton Rhue
Where the Red Fern Grows by Wilson Rawls
A Wrinkle in Time by Madeleine L'Engle
The Year of Secret Assignments by Jaclyn Moriarty

The mission of the National Collegiate Athletic Association Student-Athlete Advisory Committees is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image.

Internet Sites to Visit

- National Collegiate Athletic Association®: www.NCAA.org and www.NCAA.com
- NCAA Women's Final Four®: www.NCAA.com/finalfour
- Naismith Memorial Basketball Hall of Fame: www.hoophall.com
- Women's Basketball Hall of Fame: www.wbhof.com
- USDA Team Nutrition: www.fns.usda.gov/TN/
- NCAA Hall of Champions®: www.ncaahallofchampions.org
- Women's Basketball Coaches Association: www.wbca.org
- The official online community for youth basketball brought to you by the NCAA and NBA: www.ihoops.com
- The President's Council on Fitness, Sports and Nutrition: www.fitness.gov

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Colorado Academic Standards Detailed

Content Area, Grade Level	Colorado Academic Standards Code	Standard	Grade Level Expectation	Evidence Outcome(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 42) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Comprehensive Health and Physical Education, Grade 6	CH09-GR.6-S.2-GLE.1-E0.b	2. Physical and Personal Wellness in Health.	1. Access valid and reliable information, products, and services to enhance healthy eating behaviors.	b. Evaluate the nutrition information on food labels to compare products.	x			x						x
Comprehensive Health and Physical Education, Grade 6	CH09-GR.6-S.2-GLE.4-E0.a	2. Physical and Personal Wellness in Health.	4. Analyze how positive health behaviors can benefit people throughout their life span.	a. Explain the concepts of the food pyramid such as nutrient-rich foods.	x			x						x
Comprehensive Health and Physical Education, Grade 7	CH09-GR.7-S.2-GLE.1-E0.a-c	2. Physical and Personal Wellness in Health.	1. Analyze factors that influence healthy eating behaviors.	a. Analyze how family, peers, media and culture influence food choices. b. Analyze how social and cultural messages about food and eating influence nutrition choices. c. Analyze the influence that adults and role models have on one's food choices.	x									x
Comprehensive Health and Physical Education, Grade 7	CH09-GR.7-S.2-GLE.2-E0.a-c	2. Physical and Personal Wellness in Health.	2. Demonstrate the ability to make healthy food choices in a variety of settings.	a. Analyze how family, peers, media and culture influence food choices. b. Analyze how social and cultural messages about food and eating influence nutrition choices. c. Analyze the influence that adults and role models have on one's food choices.	x			x						x
Comprehensive Health and Physical Education, Grade 8	CH09-GR.8-S.2-GLE.4-E0.a-b	2. Physical and Personal Wellness in Health.	4. Promote and enhance health through disease prevention.	a. Explain contributing factors to health status. b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status.	x			x						x
Comprehensive Health and Physical Education, Grade 8	CH09-GR.8-S.4-GLE.5-E0.c	4. Prevention and Risk Management in Health.	5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.	c. Advocate for a positive and respectful school environment that supports pro-social behavior.							x	x		
Mathematics, Grade 6	MA10-GR.6-S.1-GLE.1-E0.a,c.	1. Number Sense, Properties, and Operations.	1. Quantities can be expressed and compared using ratios and rates.	a. Apply the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. c. Use ratio and rate reasoning to solve real-world and mathematical problems.			x							
Mathematics, Grade 6	MA10-GR.6-S.3-GLE.1-E0.a.	3. Data Anlysis, Statistics and Probability.	1. Visual displays and summary statistics of two-variable data condense the information in data sets into usable knowledge.	a. Identify a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.			x							

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Mathematics, Grade 7	MA10-GR.7-S.1-GLE.1-E0.a-d.	1. Number Sense, Properties, and Operations.	1. Proportional reasoning involves comparisons and multiplicative relationships among ratios.	a. Analyze proportional relationships and use them to solve real-world and mathematical problems. b. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. c. Identify and represent proportional relationships between quantities. d. Use proportional relationships to solve multistep ratio and percent problems.			x							
Mathematics, Grade 7	MA10-GR.7-S.2-GLE.1-E0.a.	2. Patterns, Functions and Algebraic Structures.	1. Properties of arithmetic can be used to generate equivalent expressions.	a. Use properties of operations to generate equivalent expressions.			x							
Mathematics, Grade 7	MA10-GR.7-S.2-GLE.2-E0.a, b.	2. Patterns, Functions and Algebraic Structures.	2. Equations and expressions model quantitative relationships and phenomena.	a. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. b. Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies.			x							
Mathematics, Grade 7	MA10-GR.7-S.3-GLE.2-E0.b-d.	3. Data Anlysis, Statistics and Probability.	2. Mathematical models are used to determine probability.	b. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. c. Develop a probability model and use it to find probabilities of events. d. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.			x							
Mathematics, Grade 8	MA10-GR.8-S.1-GLE.1-E0.b.	1. Number Sense, Properties, and Operations.	1. In the real number system, rational and irrational numbers are in one-to-one correspondence to points on the number line.	b. Demonstrate informally that every number has a decimal expansion.			x							
Physical Education, Grade 6	PE09-GR.6-S.2-GLE.1-E0.b	2. Physical and Personal Wellness.	1. Set personal goals for improving health-related fitness.	b. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility and body composition.				x						
Physical Education, Grade 6	PE09-GR.6-S.2-GLE.3-E0.a-b	2. Physical and Personal Wellness.	3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness.	a. Participate in self-selected activities that require muscular strength and endurance. b. Sets realistic fitness goals c. Strive to attain fitness goals through participation in physical activity of individual choosing.				x						

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Physical Education, Grade 6	PE09-GR.6-S.3-GLE.1-E0.a, b	3. Emotional and Social Wellness.	1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation.	a. Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds. b. Consider the consequences of various choices, and make a responsible decision when confronted with negative peer pressure.									x	
Physical Education, Grade 6	PE09-GR.6-S.3-GLE.2-E0.a-d.	3. Emotional and Social Wellness.	2. Work cooperatively and productively in a group.	a. Seek out participation with, and show respect for a peer with varying skill ability. b. Participate in group cooperation games and adventure activities to encourage team building and fun. c. Make decisions to modify a game to allow all members to participate. d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds									x	
Physical Education, Grade 6	PE09-GR.6-S.4-GLE.1-E0.e.	4. Prevention and Risk Management.	1. Demonstrate knowledge of safe practices in a physical activity setting.	e. Display safe and responsible behavior while engaging in fitness activities.				x						
Physical Education, Grade 7	PE09-GR.7-S.3-GLE.1-E0.a, b.	3. Emotional and Social Wellness.	1. Develop strategies to communicate ideas and feelings.	a. Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds. b. Consider the consequences of various choices, and make a responsible decision when confronted with negative peer pressure.									x	
Physical Education, Grade 7	PE09-GR.7-S.3-GLE.2-E0.a-d.	3. Emotional and Social Wellness.	2. Demonstrate inclusiveness in and out of classroom settings.	a. Seek out participation with, and show respect for a peer with varying skill ability. b. Participate in group cooperation games and adventure activities to encourage team building and fun. c. Make decisions to modify a game to allow all members to participate. d. Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds.									x	
Physical Education, Grade 7	PE09-GR.7-S.4-GLE.1-E0.a.	4. Prevention and Risk Management.	1. Implement safety procedures in the utilization of space and equipment.	a. Identify and participate in safe warmup and cool-down activities.				x						
Physical Education, Grade 8	PE09-GR.8-S.2-GLE.1-E0.a, b.	2. Physical and Personal Wellness.	1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities.	a. Plan and implement an extended personal physical fitness plan in collaboration with an instructor. b. Explain the relationship among physical activity, nutrition, adequate rest and sleep, and weight management.	x			x						

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Physical Education, Grade 8	PE09-GR.8-S.2-GLE.2-E0.a, b.	2. Physical and Personal Wellness.	2. Identify preferences for lifetime physical activity.	a. Participate in a variety of recreational activities appropriate to a geographical area. b. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength).				x						
Physical Education, Grade 8	PE09-GR.8-S.2-GLE.3-E0.b-e.	2. Physical and Personal Wellness.	3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness.	b. Set realistic fitness goals, and strive to attain them through participation in activities of individual choosing. c. Maintain a physical activity log for an extended period, documenting progress toward achievement of personal goals. d. Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week. e. Design and participate in activities that will improve all components of health-related fitness.	x			x						
Reading, Writing & Communicating, Grade 6	RWC10-GR.6-S.1-GLE.1-E0.a, c, d, f, g, h.	1. Oral Expression and Listening.	1. Successful group discussions require planning and participation by all.	a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. f. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. g. Use evidence to develop credibility (such as citing textual evidence to support opinions). h. Recognize the difference between informal and formal language and make choices appropriate for group purposes.					x	x	x	x	x	

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Reading, Writing & Communicating, Grade 6	RWC10-GR.6-S.3-GLE.1-E0.a, d, e, f.	3. Writing and Composition.	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice.	a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Organize literary and narrative texts using conventional organizational patterns of the chosen genre. e. Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text. f. Use word choice, sentence structure, and sentence length to create voice and tone in writing.		x				x				
Reading, Writing & Communicating, Grade 6	RWC10-GR.6-S.3-GLE.2-E0.a-i.	3. Writing and Composition.	2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop.	a. Write arguments to support claims with clear reasons and relevant evidence. b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. d. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs. e. Write to pursue a personal interest, to explain, or to persuade. f. Write to analyze informational texts (explains the steps in a scientific investigation). g. Analyze and improve clarity of paragraphs and transitions. h. Select vocabulary and information to enhance the central idea. i. Identify persuasive elements in a peer's writing and critique the effectiveness.		x				x				

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Reading, Writing & Communicating, Grade 6	RWC10-GR.6-S.3-GLE.3-E0.a-e.	3. Writing and Composition.	3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy.	a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		x				x				
Reading, Writing & Communicating, Grade 7	RWC10-GR.7-S.1-GLE.1-E0.a-e.	1. Oral Expression and Listening.	1. Formal presentations require preparation and effective delivery.	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content. e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.).					x	x				
Reading, Writing & Communicating, Grade 7	RWC10-GR.7-S.1-GLE.2-E0.a, c.	1. Oral Expression and Listening.	2. Small and large group discussions rely on active listening and the effective contributions of all participants.	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					x	x				

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Reading, Writing & Communicating, Grade 7	RWC10-GR.7-S.3-GLE.1-E0.a, b.	3. Writing and Composition.	1. Composing literary and narrative texts that incorporate a range of stylistic devices; demonstrates knowledge of genre features.	a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas.		x				x				
Reading, Writing & Communicating, Grade 7	RWC10-GR.7-S.3-GLE.2-E0.a, b.	3. Writing and Composition.	2. Organization is used when composing informational and persuasive texts.	a. Write arguments to support claims with clear reasons and relevant evidence. b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		x				x				
Reading, Writing & Communicating, Grade 7	RWC10-GR.7-S.3-GLE.3-E0.a-e.	3. Writing and Composition.	3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work.	a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		x				x				
Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.1-GLE.1-E0.a-c.	1. Oral Expression and Listening.	1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations.	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.					x	x				

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Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.1-GLE.2-E0.a-d.	1. Oral Expression and Listening.	2. A variety of response strategies clarifies meaning or messages.	a. 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. b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d. Paraphrase speaker's meaning. e. Ask questions to clarify inferences.					x	x				
Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.3-GLE.1-E0.a.	3. Writing and Composition.	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality.	a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		x				x				
Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.3-GLE.2-E0.a, b.	3. Writing and Composition.	2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality.	a. Write arguments to support claims with clear reasons and relevant evidence. b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		x				x				
Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.3-GLE.3-E0.a-e.	3. Writing and Composition.	3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document.	a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		x				x				

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Reading, Writing & Communicating, Grade 8	RWC10-GR.8-S.4-GLE.3-E0.a-c.	4. Research and Reasoning.	3. Quality reasoning relies on supporting evidence in media.	a. Take a position on an issue and support it using quality reasoning. b. Analyze own or others' appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts. c. Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.					x	x				
Science, Grade 6	SC09-GR.6-S.3-GLE.3-E0.a-d.	3. Earth Systems Science.	3. Earth's natural resources provide the foundation for human society's physical needs. Many natural resources are nonrenewable on human timescales, while others can be renewed or recycled.	a. Research and evaluate data and information to learn about the types and availability of various natural resources, and use this knowledge to make evidence-based decisions. b. Identify and evaluate types and availability of renewable and nonrenewable resources. c. Use direct and indirect evidence to determine the types of resources and their applications used in communities. d. Research and critically evaluate data and information about the advantages and disadvantages of using fossil fuels and alternative energy sources.					x					
Science, Grade 8	SC09-GR.8-S.2-GLE.1-E0.a-c.	2. Life Science.	1. Human activities can deliberately or inadvertently alter ecosystems and their resiliency.	a. Develop, communicate, and justify an evidence-based scientific example of how humans can alter ecosystems. b. Analyze and interpret data about human impact on local ecosystems. c. Recognize and infer bias in print and digital resources while researching an environmental issue.					x					
Science	SC09-S.3-GLE.5-E0.a-d.	3. Earth Systems Science.	5. There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources.	a. Develop, communicate, and justify an evidence-based scientific explanation regarding the costs and benefits of exploration, development, and consumption of renewable and nonrenewable resources. b. Evaluate positive and negative impacts on the geosphere, atmosphere, hydrosphere, and biosphere in regards to resource use. c. Create a plan to reduce environmental impacts due to resource consumption. d. Analyze and interpret data about the effect of resource consumption and development on resource reserves to draw conclusions about sustainable use.					x					

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Social Studies, Grade 6	SS09-GR.6-S.1-GLE.1-EO.b, c.	1. History.	1. Analyze and interpret historical sources to ask and research historical questions.	b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts. c. Critique information to determine if it is sufficient to answer historical questions.						x					
Social Studies, Grade 6	SS09-GR.6-S.1-GLE.2-EO.a-c.	1. History.	2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another.	a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere. b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.						x					
Social Studies, Grade 7	SS09-GR.7-S.1-GLE.1-EO.a,b.	1. History.	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.	a. Determine and explain the interdependence of people around the world during significant eras or events. b. Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.						x					
Social Studies, Grade 7	SS09-GR.7-S.1-GLE.2-EO.b, c.	1. History.	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another.	b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved. c. Describe the foundation and development of key historical topics.						x					
Social Studies, Grade 8	SS09-GR.8-S.1-GLE.1-EO.a-d.	1. History.	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives.	a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives. b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history. c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry. d. Construct a written historical argument on the use or understanding of primary and secondary sources.						x					

Content Area, Grade Level	Colorado Academic Standards Code	Standard	Grade Level Expectation	Evidence Outcome(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 42) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Social Studies, Grade 8	SS09-GR.8-S.1-GLE.2-E0.a, b, d, f.	1. History.	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.	a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives. b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise. d. Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class – on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period. f. Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements.						x					
Visual Arts, Grade 6	VA09-GR.6-S.1-GLE.1-E0.b.	1. Observe and Learn to Comprehend.	1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art.	b. Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images.							x			
Visual Arts, Grade 6	VA09-GR.6-S.1-GLE.3-E0.c.	1. Observe and Learn to Comprehend.	3. Specific art vocabulary is used to describe, analyze, and interpret works of art.	c. Identify ways in which art is basic to thinking and communicating about the world.							x			
Visual Arts, Grade 6	VA09-GR.6-S.2-GLE.1-E0.a, b.	2. Envision and Critique to Reflect.	1. Visual symbols and metaphors can be used to create visual expression.	a. Identify and correlate universal symbols in works of art. b. Translate symbols into familiar settings such as community, billboard and store signage.							x			
Visual Arts, Grade 6	VA09-GR.6-S.2-GLE.2-E0.a, b.	2. Envision and Critique to Reflect.	2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology.	a. Research and explain how the arts are influenced by other content areas. b. Create works of art around concepts, issues, and themes from other disciplines through cross-curricular experiences.							x			
Visual Arts, Grade 6	VA09-GR.6-S.3-GLE.1-E0.a-c.	3. Invent and Discover to Create.	1. Plan the creation of a work of art.	a. Use planning tools to create works of art. b. Use the characteristics and expressive features of art and design to plan works of art. c. Evaluate the redirection and revision during the creative process.							x			
Visual Arts, Grade 6	VA09-GR.6-S.3-GLE.2-E0.c, d.	3. Invent and Discover to Create.	2. Explore various media, materials, and techniques used to create works of art.	c. Identify and differentiate the relationships among media choice, art processes, and final solutions. d. Create works of art using a wide variety of contemporary and available media.							x			
Visual Arts, Grade 6	VA09-GR.6-S.3-GLE.3-E0.b.	3. Invent and Discover to Create.	3. Utilize current, available technology to refine ideas in works of art.	b. Recognize and discuss how technology operates in the creation of works of art.							x			

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Visual Arts, Grade 6	VA09-GR.6-S.4-GLE.2-E0.a, b, d.	4. Relate and Connect to Transfer.	2. Visual arts impact community, cultural traditions, and events.	a. Explain and create works of art that incorporate everyday life, traditions, customs and special events. b. Compare and contrast the visual traditions of personal and foreign culture within their sphere of individual experience such as public and community art, and important buildings in the community. d. Identify and discuss the contributions artists make to their community and to society as a whole.							x			
Visual Arts, Grade 7	VA09-GR.7-S.1-GLE.1-E0.a-c.	1. Observe and Learn to Comprehend.	1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art.	a. Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art. b. Evaluate the emotional significance generated by characteristics and expressive features of art and design. c. Differentiate and implement characteristics and expressive features of art and design in works of art.							x			
Visual Arts, Grade 7	VA09-GR.7-S.1-GLE.2-E0.b.	1. Observe and Learn to Comprehend.	2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time.	b. Investigate and discuss how exposure to various cultures and styles influences feelings and emotions toward art forms.							x			
Visual Arts, Grade 7	VA09-GR.7-S.1-GLE.3-E0.a, b.	1. Observe and Learn to Comprehend.	3. Knowledge of art vocabulary is important when critically analyzing works of arts.	a. Employ appropriate vocabulary for art categories such as realistic, abstract, non-objective, conceptual, and others genres. b. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.							x			
Visual Arts, Grade 7	VA09-GR.7-S.2-GLE.2-E0.a, c.	2. Envision and Critique to Reflect.	2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines.	a. Incorporate key concepts, issues, and themes from other disciplines into personal works of art. c. Create works of art by incorporating themes that represent and interpret ideas from visual narratives and other fields of knowledge.							x			
Visual Arts, Grade 7	VA09-GR.7-S.3-GLE.1-E0.a, b.	3. Invent and Discover to Create.	1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art.	a. Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art. b. Generate works of art based on selected themes or anticipated goals.							x			
Visual Arts, Grade 7	VA09-GR.7-S.3-GLE.2-E0.a-c.	3. Invent and Discover to Create.	2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art.	a. Create works of art from observation, photographs and stored mental images. b. Demonstrate and apply perceptual skills to create works of art. c. Research and communicate personal ideas and interests in works of art.							x			

Content Area, Grade Level	Colorado Academic Standards Code	Standard	Grade Level Expectation	Evidence Outcome(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 42) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Visual Arts, Grade 7	VA09-GR.7-S.3-GLE.3-E0.a, b.	3. Invent and Discover to Create.	3. Use of various media, materials, and tools to express specific meaning in works of art.	a. Create works of art using a variety of media and materials. b. Create works of art that convey intended meaning.							x			
Visual Arts, Grade 7	VA09-GR.7-S.4-GLE.2-E0.a, b.	4. Relate and Connect to Transfer.	2. The visual arts community messages its cultural traditions and events.	a. Design and create works of art using images and words that illustrate personal community or culture. b. Discuss how art is an integral part of community culture and events.							x			
Visual Arts, Grade 8	VA09-GR.8-S.1-GLE.1-E0.a, b.	1. Observe and Learn to Comprehend.	1. Conceptual art theories explain how works of art are created	a. Create two- and three-dimensional works of art – individually or collaboratively – that employ the characteristics and expressive features of art and design. b. Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes.							x			
Visual Arts, Grade 8	VA09-GR.8-S.2-GLE.1-E0.a, b, d.	2. Envision and Critique to Reflect.	1. Visual literacy skills help to establish personal meaning and artistic intent in works of art.	a. Use metaphors and personal and cultural symbols to express an idea or concept. b. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work). d. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive.							x			
Visual Arts, Grade 8	VA09-GR.8-S.2-GLE.2-E0.a, b, d.	2. Envision and Critique to Reflect.	2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications.	a. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problems. b. Communicate ideas visually through multiple modalities. d. Research and articulate where art is used in real-world applications.							x			
Visual Arts, Grade 8	VA09-GR.8-S.3-GLE.1-E0.a-c.	3. Invent and Discover to Create.	1. Achieve artistic purpose to communicate intent.	a. Create innovative works of art. b. Demonstrate personal responsibility in the planning, implementation and evaluation of works of art. c. Create works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics.							x			

Content Area, Grade Level	Colorado Academic Standards Code	Standard	Grade Level Expectation	Evidence Outcome(s)	Health (pg 9)	Language Arts (pg 17) & Essay Contest (pg 54)	Mathematics (pg 20)	Pinnacle of Fitness (pg 55)	Science (pg 24)	Social Studies (pg 39)	Visual Art (pg 42) & Mural Contest (pg 53)	Service Learning (pg 45)	Sportsmanship & Ethical Conduct	Additional Resources
Visual Arts, Grade 8	VA09-GR.8-S.3-GLE.2-E0.b, c.	3. Invent and Discover to Create.	2. Demonstrate technical proficiency and craftsmanship when planning.	b. Create works of art that are display ready. c. Demonstrate conceptualization skills such as idea generation, brainstorming, and graphic organizers.							x			
Visual Arts, Grade 8	VA09-GR.8-S.4-GLE.1-E0.a, b.	4. Relate and Connect to Transfer.	1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors.	a. Discuss a variety of lifelong opportunities for making art. b. Identify arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields.							x			
Visual Arts, Grade 8	VA09-GR.8-S.4-GLE.2-E0.a-d.	4. Relate and Connect to Transfer.	2. Cultural traditions and events impact visual arts within a community.	a. Create works of art that actively reflect community cultural traditions and events. b. Create and display works of art created to enhance or commemorate an event. c. Examine art as it reflects societal values and beliefs. d. Recognize and discuss how works of art previously created (across time and culture) can influence the work of practicing artists today.							x			

Energizing Exercises List

As a part of each lesson, lead students in doing more of the following Energizing Exercises for at least three to five minutes. Longer is even better! Before exercise, review the following facts about physical activity:

- Kids and teens need at least 60 minutes of physical activity every day. It is acceptable to add up to 60 minutes in smaller chunks of at least 10 minutes throughout the day.
- Physical activity helps to improve self-esteem and feelings of well-being; increase fitness level; and build and maintain bones, muscles and joints.
- It also helps you to stay at a healthy weight and reduces the risk for future health problems.

Warm-Up or Cool-Down Activities*

ACTIVITY	ORGANIZATION	TEACHING CUES
Head Circles	Do 8-10 repetitions of each exercise.	Roll head from side to side bringing the chin down in front.
Shoulder Shrugs		Up and down
Shoulder Rolls		Forward and back
Arm Circles		Gently circle arms forward and backward
Arm Stretches	All stretches should be static (no bouncing) held for 8-10 seconds.	Bring arm across body, gently pressing on the elbow and with other hand. Reach one hand up and drop it down parallel to spine. Gently press on the elbow with the other hand. Change arms.
Chest Stretch		Clasp hands behind back. Lift up and away from body.
Ladder		Extend arms above head and reach up, alternating hands
Side Bends		Spread feet comfortably, raise one hand above head, arm touching ear and lean slightly. The other hand supports hips. Change sides.
Trunk Twists		Spread feet comfortably. Twist body slowly from side to side.
Lunges		Spread feet, bend one knee to stretch inner thigh. Make sure foot and bent knee are facing the same direction. Change legs.
Hamstring Stretch	"Hamstrings" refer to the group of muscles located between the knee and hip in the back of the leg.	With feet close together and knees slightly bent, curl over and reach for ankles or toes. Cross feet and hold. Change feet. Spread feet apart, knees slightly bent, reach for the opposite foot/ankle and raise other hand and look at it.

Quadriceps Stretch	"Quadriceps" are between the knee and hip in the front of the leg.	Balancing on one foot, bend other leg and gently pull the foot back behind the opposite hand. Keep knees in alignment with body.
Calf Stretch		Step and lean forward with one foot, bend knee, keep back heel on the ground. Both feet should be facing forward. Lean back, bend the back leg, and straighten the front leg. Change feet.
Foot Circles		Balancing on one foot, circle other foot slowly, both directions. Change feet.

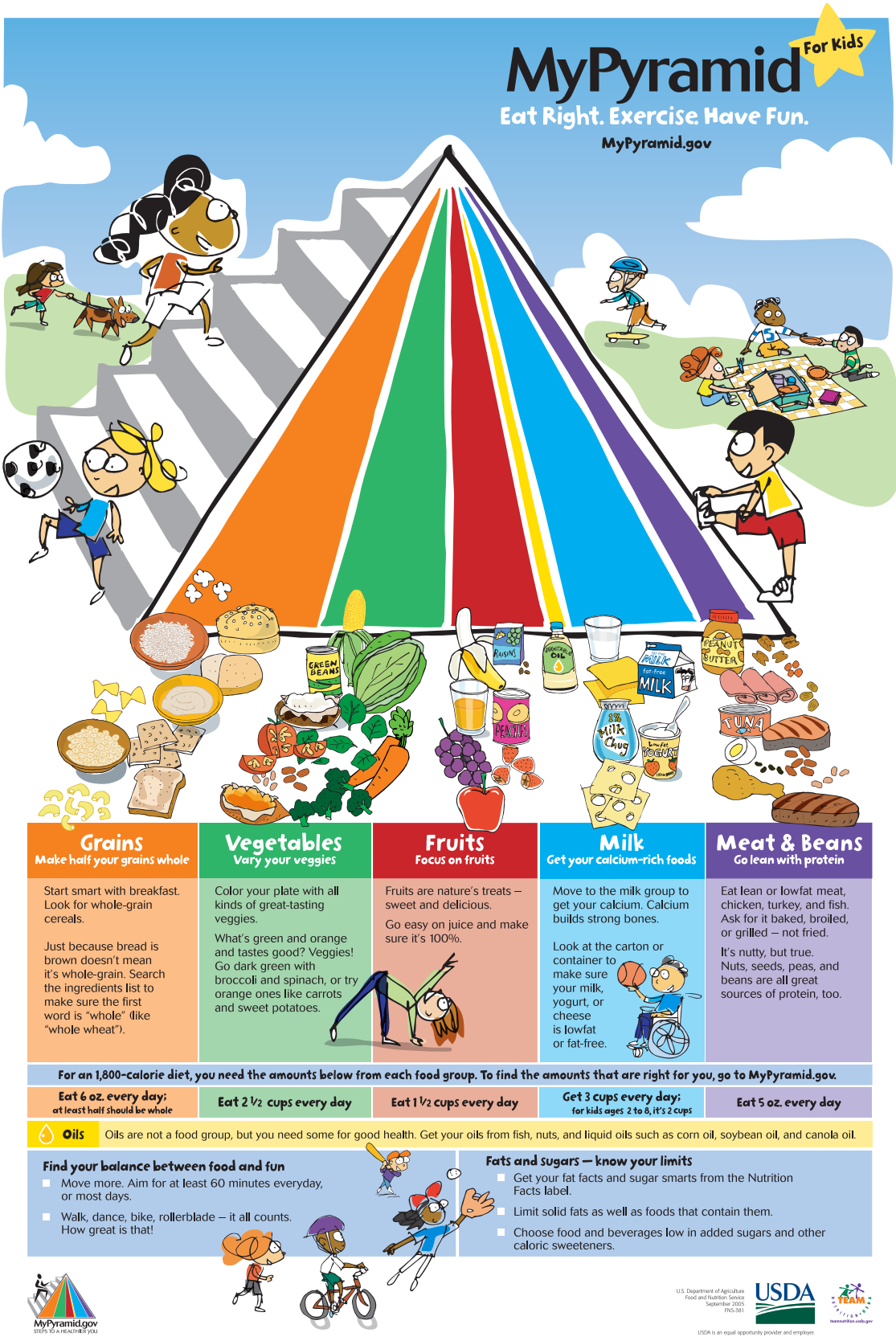
* Adapted from Sports, Play, and Active Recreation for Kids (SPARK)

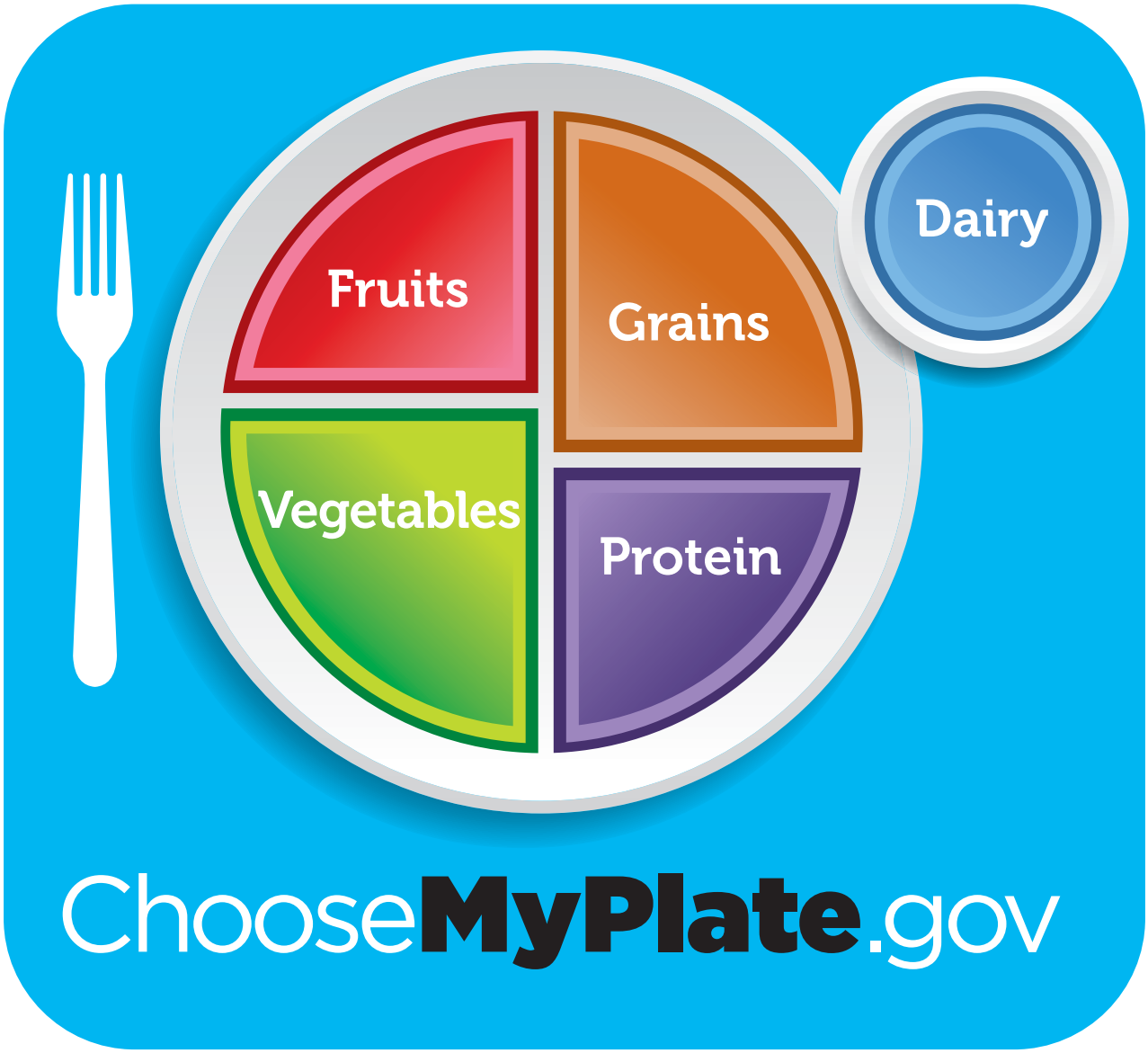
Energizing Exercises*

ACTIVITY	ORGANIZATION	TEACHING CUES
Curl-ups	Students should focus on working abdominal muscles as opposed to "reaching" with arms and hands.	Lie on back, knees bent, feet flat on floor, place arms by sides, palms facing down. On cue, slide fingertips 3-4 inches along ground. Return to original position.
Push-ups	Scattered, alone	Lie face down, place hands even with chest line and just wider than shoulders; point fingers straight ahead. Push up until arms are straight; lower body until elbows bend at 90 degrees, keeping the back straight.
Jumping Jacks	Scattered, alone	
Ski Jumps		Feet together, jump side to side, keeping knees bent. Then jump forward and back.
Flat Tires	Push-up position	Start in push-up position, go down slowly (4 counts) and make sound of a flat tire (shhh). Wiggle or push self back up to ready position.
Jump Rope (imitate)		Alternate feet, both feet or one foot.
Wall Push-ups	Scattered, along wall	Feet should be shoulder width apart and 3 feet from a wall.
Jog in Place		Can be performed to music. Ask students to "freeze" and hold when the music stops. Repeat.
Dance	Play music	Let students free style or do a group dance.
March in Place/ Knee Lifts		Alternate lifting knees waist high in front. Keep back straight.
Heel Taps	Performed to music or cadence	Feet together with right foot stationary, tap left heel forward and bring back to center. Repeat with right heel. Continue alternating sides.
Side Lunge		Feet together with left foot stationary, take large step to the right with right foot, toe pointed in, heel pressed to the ground. Repeat movement, stepping with left foot. Alternate sides.
Forward Lunges		Make sure to keep the knee behind the toes.
Jump Turns		From standing position, jump up and turn body simultaneously. Use quarter, half, three-quarter and full turns. Prepare by bending and extending knees. Throw arms up to assist jump.

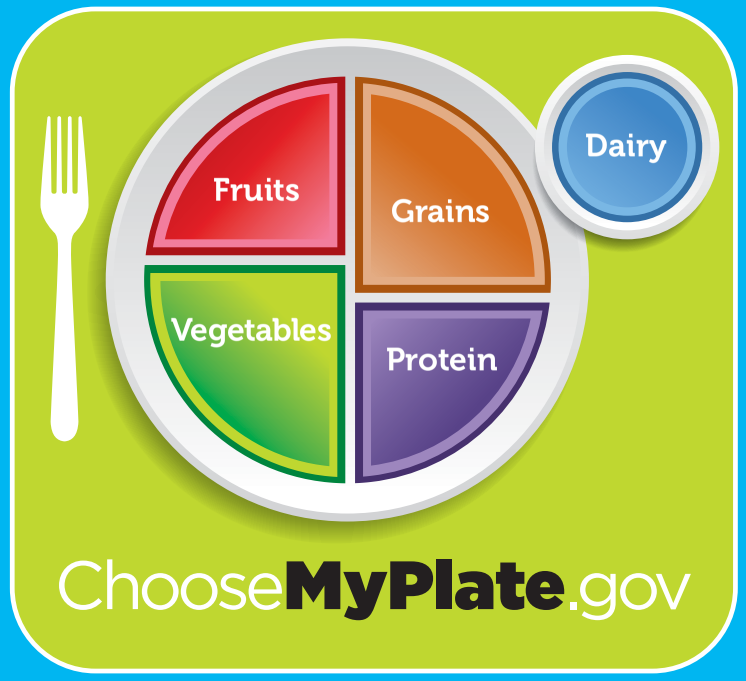
Single Leg Balance		Use arms to help balance. Once this becomes easy, use specific arm positions, such as folded across the chest, on the hips, on the head and behind the back.
Play Catch	Using a beach ball	Make it interactive by asking students to count each touch or stand on one foot until they touch the ball.
Book Walk		Students walk while balancing a book on their head.
Fitness Circuit		Choose several exercises for students to perform for 30 seconds, 30-second rest, switch stations.

* Adapted from Sports, Play, and Active Recreation for Kids (SPARK)


MyPyramid
For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov
Grains
Make half your grains whole
Start smart with breakfast. Look for whole-grain cereals.
Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").
Eat 6 oz. every day; at least half should be whole
Vegetables
Vary your veggies
Color your plate with all kinds of great-tasting veggies.
What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.
Eat 2 ½ cups every day
Fruits
Focus on fruits
Fruits are nature's treats – sweet and delicious.
Go easy on juice and make sure it's 100%.
Eat 1 ½ cups every day
Milk
Get your calcium-rich foods
Move to the milk group to get your calcium. Calcium builds strong bones.
Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.
Get 3 cups every day; for kids ages 2 to 8, it's 2 cups
Meat & Beans
Go lean with protein
Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.
It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.
Eat 5 oz. every day
For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.
Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.
Find your balance between food and fun
Move more. Aim for at least 60 minutes everyday, or most days.
Walk, dance, bike, rollerblade – it all counts. How great is that!
Fats and sugars – know your limits
Get your fat facts and sugar smarts from the Nutrition Facts label.
Limit solid fats as well as foods that contain them.
Choose food and beverages low in added sugars and other caloric sweeteners.
MyPyramid.gov
STEPS TO A HEALTHIER YOU
U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-381
USDA
USDA is an equal opportunity provider and employer.


Fruits
Grains
Dairy
Vegetables
Protein
ChooseMyPlate.gov

What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.

Make half your plate fruits and vegetables.

Make at least half your grains whole.

Switch to skim or 1% milk.

Vary your protein food choices.

Using the Nutrition Facts Panels–Test

Using the Nutrition Facts Panels below:
- Circle the nutrients that have a HIGH % DV for nutrients.
- Circle the Serving Size, and amount of calories on each label.

Write the name of a common object (a deck of cards, for example) equal to the Serving Size amount for each label.

30. Candy, red licorice

Nutrition Facts
Serving Size 1 strip (9g)
Servings Per Container 8

Amount Per Serving	
Calories 30	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 20mg	**1** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 0g	**0** %
Sugars 4g	
Protein 0g	
Vitamin A 0% • Vitamin C 0%	
Calcium 0% • Iron 0%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓
HIGH=20% or more ↑ ↑

31. Cantaloupe

Nutrition Facts
Serving Size 1/4 melon (157g)
Servings Per Container 4

Amount Per Serving	
Calories 50	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 30mg	**1** %
Total Carbohydrate 12g	**4** %
Dietary Fiber 2g	**7** %
Sugars 14g	
Protein 1g	
Vitamin A 120% • Vitamin C 100%	
Calcium 2% • Iron 0%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓
HIGH=20% or more ↑ ↑

32. Carrots, canned

Nutrition Facts
Serving Size 1/2 cup (73g)
Servings Per Container 4

Amount Per Serving	
Calories 20	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 30mg	**1** %
Total Carbohydrate 4g	**1** %
Dietary Fiber 1g	**4** %
Sugars 2g	
Protein 0g	
Vitamin A 200% • Vitamin C 4%	
Calcium 0% • Iron 2%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓
HIGH=20% or more ↑ ↑

Extra Credit: Using food labels above, add up the total foods, for each of three nutrients.

	Vitamin A	Fiber	Iron
Carrots	_____	_____	_____
Cantaloupe	_____	_____	_____
Total	% DV	% DV	% DV

- Write in the recommended amounts of food for each food group for a total of 2,000 calories for a day in the first column.
- Fill in the Amount of Food YOU Need in the second column in the chart.

Fill in your— Gender: Activity level:	**Age:**
MyPyramid food group amounts at 2,000 calories	**Fill in YOUR Amounts**
Fruits Group	cups
Vegetables Group	cups
Milk Group	cups or equivalent
Meat & Beans Group	ounces or equivalent
Grains Group	ounces or equivalent

Using the Nutrition Facts panels—ANSWERS

- Circle the nutrients that have a HIGH % DV.
- Circle the Serving Size and Calories on each label.
- Write the name of a common object (such as a deck of cards) equal to the Serving Size amount for each label.

30. Candy, red licorice

Nutrition Facts
Serving Size 1 strip (9g)
Servings Per Container 8

Amount Per Serving	
Calories 30	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 20mg	**1** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 0g	**0** %
Sugars 4g	
Protein 0g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓ HIGH=20% or more ↑ ↑

31. Cantaloupe

Nutrition Facts
Serving Size 1/4 melon (157g)
Servings Per Container 4

Amount Per Serving	
Calories 50	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 30mg	**1** %
Total Carbohydrate 12g	**4** %
Dietary Fiber 2g	**7** %
Sugars 14g	
Protein 1g	

Vitamin A 120% • Vitamin C 100%
Calcium 2% • Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓ HIGH=20% or more ↑ ↑

32. Carrots, canned

Nutrition Facts
Serving Size 1/2 cup (73g)
~~Servings Per Container 4~~

Amount Per Serving	
Calories 20	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 30mg	**1** %
Total Carbohydrate 4g	**1** %
Dietary Fiber 1g	**4** %
Sugars 2g	
Protein 0g	

Vitamin A 200% • Vitamin C 4%
Calcium 0% • Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less ↓ ↓ HIGH=20% or more ↑ ↑

Extra Credit: Using food labels above, add up the total % DV in two foods, for each of three nutrients.

	Vitamin A	Fiber	Iron
Carrots	200	4	2
Cantaloupe	120	7	0
Total	320% DV	11% DV	2% DV

- Write in the recommended amounts of food for each food group for a total of 2,000 calories for a day in the first column.
- Fill in the Amount of Food YOU Need in the second column in the chart.

Fill in your – Gender: Activity level:	**Age:**
MyPyramid food group amounts at 2,000 calories	**Fill in YOUR Amounts**
Fruits Group **2** cups	cups
Vegetables Group **2½** cups	cups
Milk Group **3** cups or equivalent	cups or equivalent
Meat & Beans **5½** ounces or equivalent	ounces or equivalent
Grains Group **6** ounces or equivalent	ounces or equivalent

Nutrition Facts Cards

Look for Nutrition Facts Labels on all packaged and processed foods in the supermarket.

- Nutrition Facts do not appear on all foods, such as fresh bakery products, some food items sold individually, and foods at restaurants and concession stands.
- Supermarkets do display the nutrient content of a good number of fresh fruits and vegetables, and fresh seafood and meats.

Blank

Nutrition Facts
Serving Size
Servings Per Container

Amount Per Serving

Calories Calories from Fat

%Daily Value*

Total Fat g %
Saturated Fat g %
Trans Fat 0g
Cholesterol mg %
Sodium mg %
Total Carbohydrate g %
Dietary Fiber g %
Sugars g
Protein g

Vitamin A % • Vitamin C %
Calcium % • Iron %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

1. Apricots, dried

Nutrition Facts
Serving Size 5 (1/4 cup) (30g)
Servings Per Container 10

Amount Per Serving

Calories 100

%Daily Value*

Total Fat 0g **0** %
Saturated Fat 0g **0** %
Trans Fat 0g
Cholesterol 0mg **0** %
Sodium 0mg **0** %
Total Carbohydrate 25g **8** %
Dietary Fiber 0g **0** %
Sugars 12g
Protein 1g

Vitamin A 80% • Vitamin C 4%
Calcium 0% • Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

2. Beans, kidney, canned

Nutrition Facts
Serving Size 1/2 cup (128g)
Servings Per Container 4

Amount Per Serving

Calories 110

%Daily Value*

Total Fat 0g **0** %
Saturated Fat 0g **0** %
Trans Fat 0g
Cholesterol 0mg **0** %
Sodium 440mg **18** %
Total Carbohydrate 20g **7** %
Dietary Fiber 8g **33** %
Sugars 3g
Protein 7g

Vitamin A 0% • Vitamin C 2%
Calcium 4% • Iron 8%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

3. Beef patty, broiled

Nutrition Facts
Serving Size 3 ounces (85g)
Servings Per Container 6

Amount Per Serving

Calories 230 Calories from Fat 140

%Daily Value*

Total Fat 16g **24** %
Saturated Fat 6g **31** %
Trans Fat 0g
Cholesterol 75mg **25** %
Sodium 300 mg **20** %
Total Carbohydrate 0g **0** %
Dietary Fiber 0g **0** %
Sugars 0g
Protein 21g

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

4. Bell pepper, sliced

Nutrition Facts
Serving Size 5 slices (1/2 cup)(75g)
Servings Per Container 4

Amount Per Serving

Calories 20

%Daily Value*

Total Fat 0g **0** %
Saturated Fat 0g **0** %
Trans Fat 0g
Cholesterol 0mg **0** %
Sodium 0mg **0** %
Total Carbohydrate 5g **2** %
Dietary Fiber 1g **5** %
Sugars 2g
Protein 1g

Vitamin A 10% • Vitamin C 110%
Calcium 0% • Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

5. Bread, white

Nutrition Facts
Serving Size 1 slice (34g)
Servings Per Container 108

Amount Per Serving

Calories 90 Calories from Fat 15

%Daily Value*

Total Fat 1.5g **2** %
Saturated Fat 0g **0** %
Trans Fat 0g
Cholesterol 0mg **0** %
Sodium 140mg **6** %
Total Carbohydrate 16g **5** %
Dietary Fiber 1g **0** %
Sugars 2g
Protein 2g

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 6%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

Nutrition Facts Cards

6. Burrito, bean

Nutrition Facts
Serving Size 1 burrito (198g)
Servings Per Container 1

Amount Per Serving	
Calories 380	Calories from Fat 110
	%Daily Value*
Total Fat 12g	**18** %
Saturated Fat 4g	**20** %
Trans Fat 0g	
Cholesterol 10mg	**3** %
Sodium 1100mg	**46** %
Total Carbohydrate 55g	**18** %
Dietary Fiber 13g	**52** %
Sugars 3g	
Protein 13g	
Vitamin A 45% •	Vitamin C 0%
Calcium 15% •	Iron 15%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

7. Cabbage, raw

Nutrition Facts
Serving Size 1 cup (85g)
Servings Per Container 6

Amount Per Serving	
Calories 25	Calories from Fat 0
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 25mg	**1** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 2g	**8** %
Sugars 3g	
Protein 1g	
Vitamin A 8% •	Vitamin C 60%
Calcium 4% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

8. Cake with frosting

Nutrition Facts
Serving Size 1 slice (66g)
Servings Per Container 10

Amount Per Serving	
Calories 250	Calories from Fat 90
	%Daily Value*
Total Fat 10g	**16** %
Saturated Fat 3g	**14** %
Trans Fat 3g	
Cholesterol 5mg	**0** %
Sodium 190mg	**8** %
Total Carbohydrate 39g	**13** %
Dietary Fiber 1g	**0** %
Sugars 0g	
Protein 3g	
Vitamin A 0% •	Vitamin C 0%
Calcium 6% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

9. Cake, angel food

Nutrition Facts
Serving Size 1 slice (50g)
Servings Per Container 10

Amount Per Serving	
Calories 130	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 250mg	**11** %
Total Carbohydrate 29g	**10** %
Dietary Fiber 0g	**0** %
Sugars 0g	
Protein 3g	
Vitamin A 0% •	Vitamin C 0%
Calcium 4% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

10. Candy, chocolate bar

Nutrition Facts
Serving Size 1 candy bar (46g)
Servings Per Container 1

Amount Per Serving	
Calories 230	Calories from Fat 110
	%Daily Value*
Total Fat 12g	**18** %
Saturated Fat 7g	**37** %
Trans Fat 0g	
Cholesterol 10mg	**3** %
Sodium 35mg	**1** %
Total Carbohydrate 30g	**10** %
Dietary Fiber 1g	**4** %
Sugars 27g	
Protein 3g	
Vitamin A 0% •	Vitamin C 0%
Calcium 6% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

11. Carrots, raw, mini

Nutrition Facts
Serving Size 2/3 cup (85g)
Servings Per Container 4

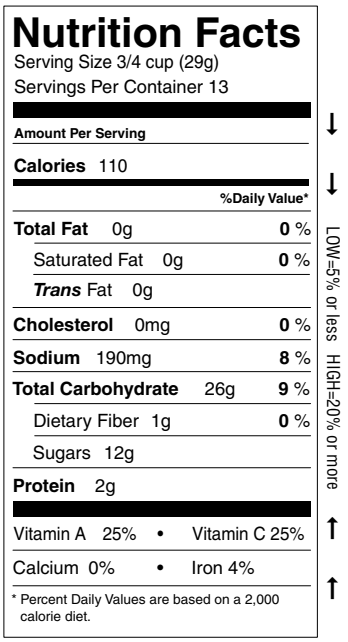
Amount Per Serving	
Calories 35	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 45mg	**2** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 2g	**8** %
Sugars 3g	
Protein 1g	
Vitamin A 200% •	Vitamin C 2%
Calcium 2% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

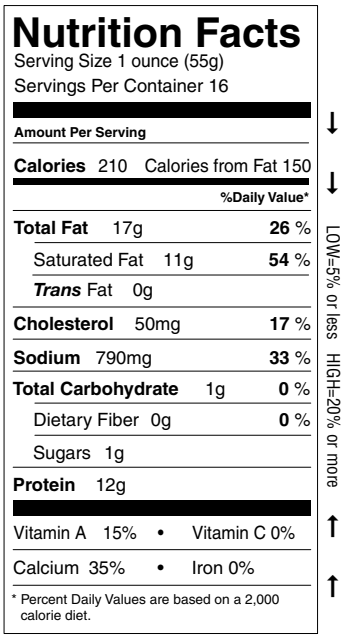
LOW=5% or less HIGH=20% or more

Nutrition Facts Cards

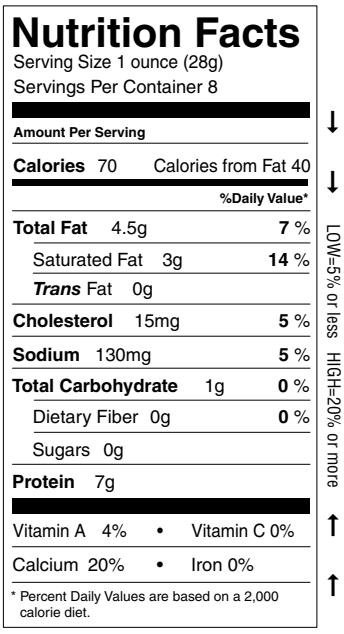
12. Cereal, cornflakes, sweetened



13. Cheese, American



14. Cheese, mozzarella, part skim



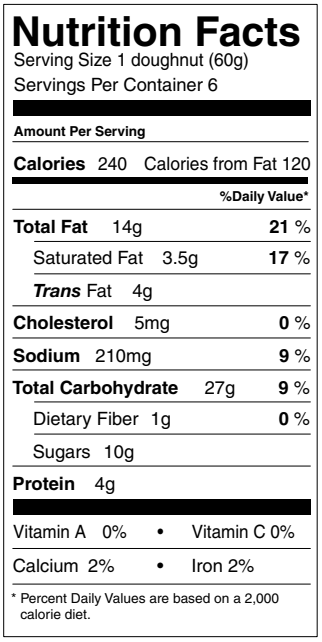
15. Chicken breast, baked, skinless

16. Corn

17. Deli meat, bologna

Nutrition Facts Cards

18. Doughnut, glazed



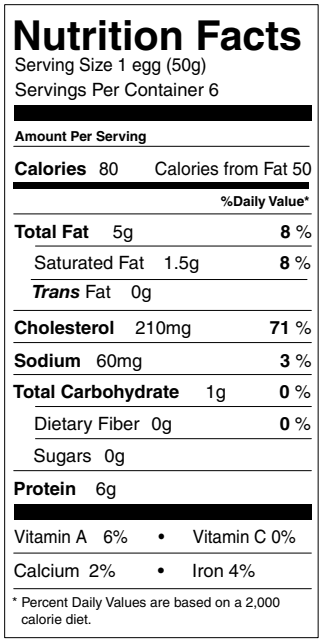
Nutrition Facts
Serving Size 1 doughnut (60g)
Servings Per Container 6

Amount Per Serving	
Calories 240	Calories from Fat 120
	%Daily Value*
Total Fat 14g	**21** %
Saturated Fat 3.5g	**17** %
Trans Fat 4g	
Cholesterol 5mg	**0** %
Sodium 210mg	**9** %
Total Carbohydrate 27g	**9** %
Dietary Fiber 1g	**0** %
Sugars 10g	
Protein 4g	
Vitamin A 0% •	Vitamin C 0%
Calcium 2% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

19. Egg, hard cooked



Nutrition Facts
Serving Size 1 egg (50g)
Servings Per Container 6

Amount Per Serving	
Calories 80	Calories from Fat 50
	%Daily Value*
Total Fat 5g	**8** %
Saturated Fat 1.5g	**8** %
Trans Fat 0g	
Cholesterol 210mg	**71** %
Sodium 60mg	**3** %
Total Carbohydrate 1g	**0** %
Dietary Fiber 0g	**0** %
Sugars 0g	
Protein 6g	
Vitamin A 6% •	Vitamin C 0%
Calcium 2% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

20. Fish sticks

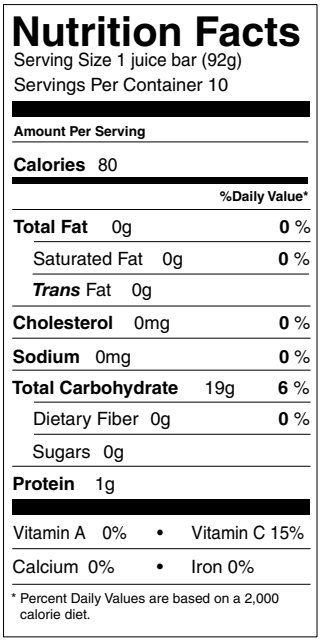
Nutrition Facts
Serving Size 6 fishsticks (95g)
Servings Per Container 4

Amount Per Serving	
Calories 250	Calories from Fat 130
	%Daily Value*
Total Fat 14g	**22** %
Saturated Fat 2.5g	**13** %
Trans Fat 3g	
Cholesterol 20mg	**7** %
Sodium 430mg	**18** %
Total Carbohydrate 21g	**7** %
Dietary Fiber 1g	**4** %
Sugars 2g	
Protein 10g	
Vitamin A 0% •	Vitamin C 0%
Calcium 2% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

21. Frozen fruit juice bar



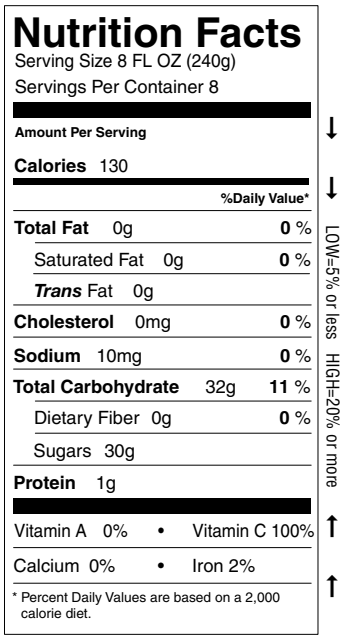
Nutrition Facts
Serving Size 1 juice bar (92g)
Servings Per Container 10

Amount Per Serving	
Calories 80	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 0mg	**0** %
Total Carbohydrate 19g	**6** %
Dietary Fiber 0g	**0** %
Sugars 0g	
Protein 1g	
Vitamin A 0% •	Vitamin C 15%
Calcium 0% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

22. Fruit juice, grape



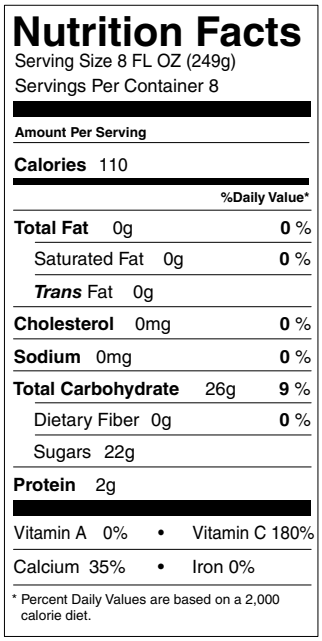
Nutrition Facts
Serving Size 8 FL OZ (240g)
Servings Per Container 8

Amount Per Serving	
Calories 130	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 10mg	**0** %
Total Carbohydrate 32g	**11** %
Dietary Fiber 0g	**0** %
Sugars 30g	
Protein 1g	
Vitamin A 0% •	Vitamin C 100%
Calcium 0% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

23. Fruit juice, orange plus calcium



Nutrition Facts
Serving Size 8 FL OZ (249g)
Servings Per Container 8

Amount Per Serving	
Calories 110	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 0mg	**0** %
Total Carbohydrate 26g	**9** %
Dietary Fiber 0g	**0** %
Sugars 22g	
Protein 2g	
Vitamin A 0% •	Vitamin C 180%
Calcium 35% •	Iron 0%

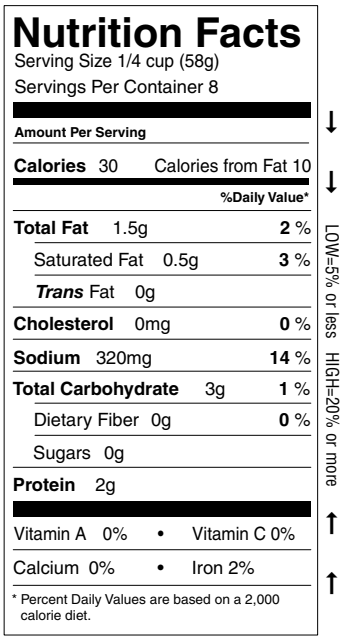
* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

Nutrition Facts Cards

24. Fruit punch drink

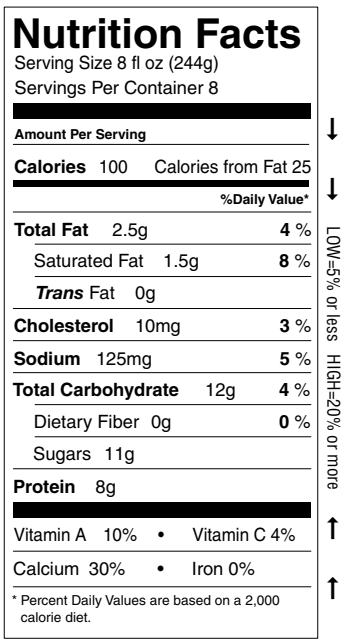
25. Gravy



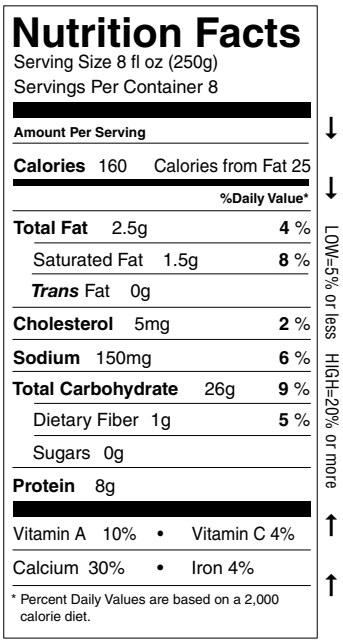
26. Ice cream, vanilla

27. Kiwi fruit

28. Milk, 1% Lowfat



29. Milk, 1% Lowfat chocolate



Nutrition Facts Cards

30. Peanuts, dry roasted

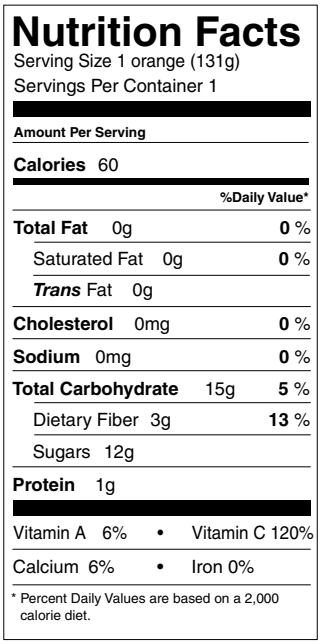
Nutrition Facts
Serving Size 1/4 cup (37g)
Servings Per Container 10

Amount Per Serving	
Calories 220	Calories from Fat 170
	%Daily Value*
Total Fat 18g	**28** %
Saturated Fat 2.5g	**13** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 300mg	**13** %
Total Carbohydrate 8g	**3** %
Dietary Fiber 3g	**12** %
Sugars 2g	
Protein 9g	
Vitamin A 0% •	Vitamin C 0%
Calcium 0% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

31. Orange



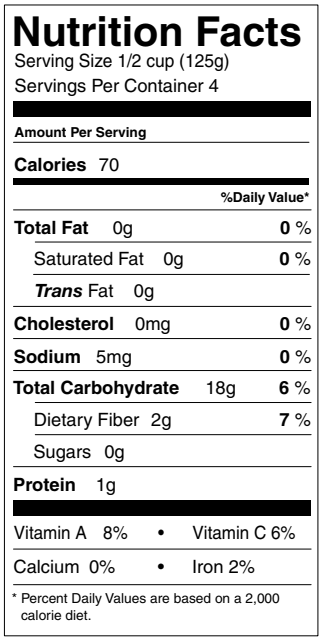
Nutrition Facts
Serving Size 1 orange (131g)
Servings Per Container 1

Amount Per Serving	
Calories 60	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 0mg	**0** %
Total Carbohydrate 15g	**5** %
Dietary Fiber 3g	**13** %
Sugars 12g	
Protein 1g	
Vitamin A 6% •	Vitamin C 120%
Calcium 6% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

32. Peach halves, canned in light syrup



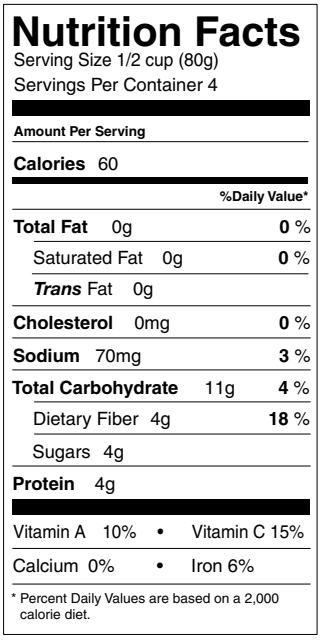
Nutrition Facts
Serving Size 1/2 cup (125g)
Servings Per Container 4

Amount Per Serving	
Calories 70	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 5mg	**0** %
Total Carbohydrate 18g	**6** %
Dietary Fiber 2g	**7** %
Sugars 0g	
Protein 1g	
Vitamin A 8% •	Vitamin C 6%
Calcium 0% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

33. Peas



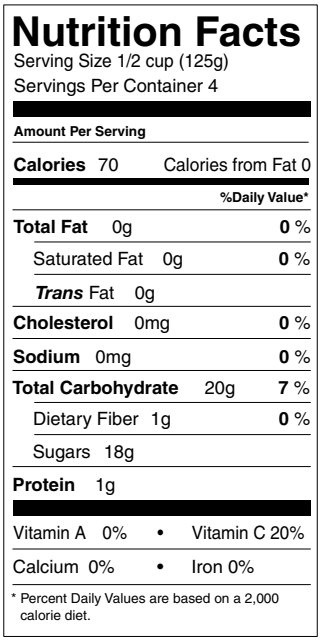
Nutrition Facts
Serving Size 1/2 cup (80g)
Servings Per Container 4

Amount Per Serving	
Calories 60	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 70mg	**3** %
Total Carbohydrate 11g	**4** %
Dietary Fiber 4g	**18** %
Sugars 4g	
Protein 4g	
Vitamin A 10% •	Vitamin C 15%
Calcium 0% •	Iron 6%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

34. Pineapple, canned in juice



Nutrition Facts
Serving Size 1/2 cup (125g)
Servings Per Container 4

Amount Per Serving	
Calories 70	Calories from Fat 0
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 0mg	**0** %
Total Carbohydrate 20g	**7** %
Dietary Fiber 1g	**0** %
Sugars 18g	
Protein 1g	
Vitamin A 0% •	Vitamin C 20%
Calcium 0% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

35. Pizza, pepperoni, for one

Nutrition Facts
Serving Size 1 small pizza (113g)
Servings Per Container 1

Amount Per Serving	
Calories 290	Calories from Fat 140
	%Daily Value*
Total Fat 16g	**25** %
Saturated Fat 3.5g	**18** %
Trans Fat 1g	
Cholesterol 15mg	**5** %
Sodium 700mg	**29** %
Total Carbohydrate 26g	**9** %
Dietary Fiber 1g	**4** %
Sugars 3g	
Protein 10g	
Vitamin A 0% •	Vitamin C 0%
Calcium 10% •	Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

Nutrition Facts Cards

36. Pork loin chop, lean, broiled

Nutrition Facts
Serving Size 3 ounces (85g)
Servings Per Container 6

Amount Per Serving

Calories 170	Calories from Fat 60
	%Daily Value*
Total Fat 7g	**10** %
Saturated Fat 2.5g	**12** %
Trans Fat 0g	
Cholesterol 70mg	**23** %
Sodium 55mg	**2** %
Total Carbohydrate 0g	**0** %
Dietary Fiber 0g	**0** %
Sugars 0g	
Protein 26g	
Vitamin A 0% •	Vitamin C 0%
Calcium 2% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

37. Pork, spareribs

Nutrition Facts
Serving Size 3 ounces (85g)
Servings Per Container 1

Amount Per Serving

Calories 270	Calories from Fat 170
	%Daily Value*
Total Fat 19g	**29** %
Saturated Fat 7g	**34** %
Trans Fat 0g	
Cholesterol 90mg	**30** %
Sodium 80mg	**3** %
Total Carbohydrate 0g	**0** %
Dietary Fiber 0g	**0** %
Sugars 0g	
Protein 24g	
Vitamin A 0% •	Vitamin C 0%
Calcium 4% •	Iron 8%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

38. Potato, French fries, super size

Nutrition Facts
Serving Size 1 serving (176g)
Servings Per Container 1

Amount Per Serving

Calories 540	Calories from Fat 230
	%Daily Value*
Total Fat 26g	**40** %
Saturated Fat 4.5g	**23** %
Trans Fat 5g	
Cholesterol 0mg	**0** %
Sodium 350mg	**15** %
Total Carbohydrate 68g	**23** %
Dietary Fiber 6g	**24** %
Sugars 0g	
Protein 8g	
Vitamin A 0% •	Vitamin C 35%
Calcium 2% •	Iron 8%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

39. Pudding, chocolate cup

Nutrition Facts
Serving Size 1 snack cup (113g)
Servings Per Container 6

Amount Per Serving

Calories 170	Calories from Fat 50
	%Daily Value*
Total Fat 6g	**9** %
Saturated Fat 1.5g	**7** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 190mg	**8** %
Total Carbohydrate 26g	**9** %
Dietary Fiber 0g	**0** %
Sugars 18g	
Protein 2g	
Vitamin A 0% •	Vitamin C 0%
Calcium 6% •	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

40. Salad greens

Nutrition Facts
Serving Size 1 1/2 cup (85g)
Servings Per Container 6

Amount Per Serving

Calories 15	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 15mg	**1** %
Total Carbohydrate 3g	**1** %
Dietary Fiber 2g	**8** %
Sugars 1g	
Protein 1g	
Vitamin A 80% •	Vitamin C 20%
Calcium 2% •	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

41. Soda, orange

Nutrition Facts
Serving Size 8 fl oz (240g)
Servings Per Container 1.5

Amount Per Serving

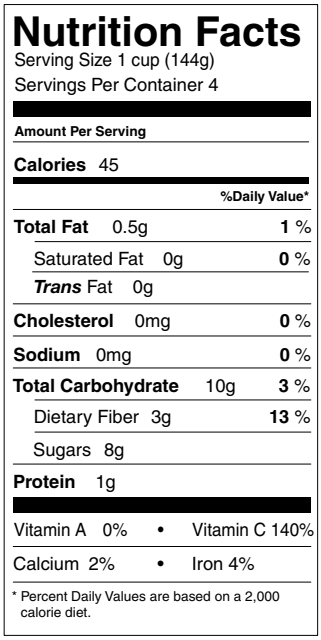
Calories 120	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 35mg	**1** %
Total Carbohydrate 32g	**11** %
Dietary Fiber 0g	**0** %
Sugars 32g	
Protein 0g	
Vitamin A 0% •	Vitamin C 0%
Calcium 0% •	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

Nutrition Facts Cards

42. Strawberries



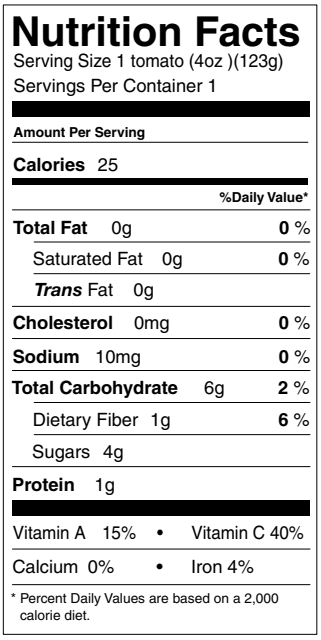
Nutrition Facts
Serving Size 1 cup (144g)
Servings Per Container 4

Amount Per Serving	
Calories 45	
	%Daily Value*
Total Fat 0.5g	**1** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 0mg	**0** %
Total Carbohydrate 10g	**3** %
Dietary Fiber 3g	**13** %
Sugars 8g	
Protein 1g	
Vitamin A 0% • Vitamin C 140%	
Calcium 2% • Iron 4%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

43. Tomato



Nutrition Facts
Serving Size 1 tomato (4oz)(123g)
Servings Per Container 1

Amount Per Serving	
Calories 25	
	%Daily Value*
Total Fat 0g	**0** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 10mg	**0** %
Total Carbohydrate 6g	**2** %
Dietary Fiber 1g	**6** %
Sugars 4g	
Protein 1g	
Vitamin A 15% • Vitamin C 40%	
Calcium 0% • Iron 4%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

44. Tortilla chips

Nutrition Facts
Serving Size 1 ounce (28g)
Servings Per Container 1

Amount Per Serving	
Calories 140	Calories from Fat 60
	%Daily Value*
Total Fat 7g	**11** %
Saturated Fat 1.5g	**8** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 120mg	**5** %
Total Carbohydrate 18g	**6** %
Dietary Fiber 1g	**4** %
Sugars 0g	
Protein 2g	
Vitamin A 0% • Vitamin C 2%	
Calcium 0% • Iron 4%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

45. Tortilla, corn

Nutrition Facts
Serving Size 2 tortillas (52g)
Servings Per Container 10

Amount Per Serving	
Calories 120	Calories from Fat 10
	%Daily Value*
Total Fat 1.5g	**2** %
Saturated Fat 0g	**0** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 85mg	**3** %
Total Carbohydrate 24g	**8** %
Dietary Fiber 3g	**11** %
Sugars 0g	
Protein 3g	
Vitamin A 0% • Vitamin C 0%	
Calcium 10% • Iron 4%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

46. Vegetable soup, chunky

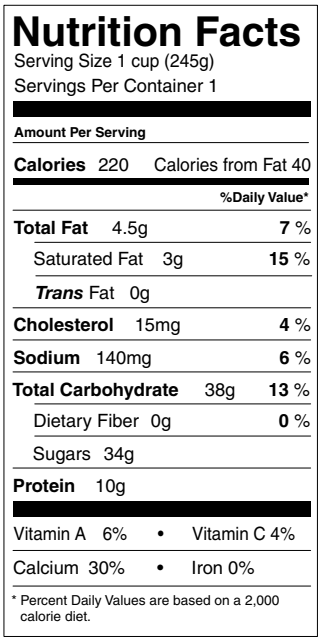
Nutrition Facts
Serving Size 1 cup (240g)
Servings Per Container 2

Amount Per Serving	
Calories 120	Calories from Fat 35
	%Daily Value*
Total Fat 3.5g	**6** %
Saturated Fat 0.5g	**3** %
Trans Fat 0g	
Cholesterol 0mg	**0** %
Sodium 1010mg	**42** %
Total Carbohydrate 19g	**6** %
Dietary Fiber 1g	**5** %
Sugars 0g	
Protein 4g	
Vitamin A 120% • Vitamin C 10%	
Calcium 6% • Iron 10%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

47. Yogurt, lowfat vanilla



Nutrition Facts
Serving Size 1 cup (245g)
Servings Per Container 1

Amount Per Serving	
Calories 220	Calories from Fat 40
	%Daily Value*
Total Fat 4.5g	**7** %
Saturated Fat 3g	**15** %
Trans Fat 0g	
Cholesterol 15mg	**4** %
Sodium 140mg	**6** %
Total Carbohydrate 38g	**13** %
Dietary Fiber 0g	**0** %
Sugars 34g	
Protein 10g	
Vitamin A 6% • Vitamin C 4%	
Calcium 30% • Iron 0%	

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

How We Use Our Energy Sources

Name: _____ **Date:** _____

Use the energy source fact sheets to write the common uses of each energy source on the grid below. Place a check in the squares beside each energy source to indicate the main uses for that source.

	Transportation	Make Products	Heating/Cooling	Lighting	Make Electricity
 Biomass					
 Coal					
 Geothermal					
 Hydropower					
 Natural Gas					
 Petroleum					
 Propane					
 Solar					
 Uranium					
 Wind					

Answer Key: How We Use Our Energy Sources

The shaded squares show the main use of each energy source.

	Transportation	Make Products	Heating/Cooling	Lighting	Make Electricity
Biomass	Ethanol and gasohol for vehicles	Produce heat to manufacture products	Woodstoves, fireplaces and campfires	Candles, fireplaces and campfires	Waste-to-energy and co-generation plants
Coal		Produce heat to manufacture products	Coal-fired furnaces and stoves		Produce heat to make electricity
Geothermal			Geothermal exchange systems		Produce heat to make electricity
Hydropower					Spin turbines to make electricity
Natural Gas	Compressed natural gas as vehicle fuel	Produce heat to manufacture products	Furnaces, water heaters and stoves		Produce heat to make electricity
Petroleum	Fuel vehicles, buses, trains, trucks and planes	Produce heat to manufacture products	Oil-fired furnaces		Produce heat to make electricity
Propane	Fuel farm equipment and indoor vehicles	Produce heat to manufacture products	Furnaces, water heaters and stoves	Propane lanterns	
Solar	Solar-powered vehicles		Collectors to heat buildings and water	Daylighting (not harnessed or measured)	Photovoltaic cells produce electricity
Uranium					Produce heat to make electricity
Wind					Produce heat to make electricity

*Adapted from the National Energy Education Development Project. Available online at www.NEED.org

The NCAA® and Sportsmanship and Ethical Conduct

As an association, the NCAA is proud of its role in promoting good sporting behavior and ethical conduct in college sports. In 1997, the NCAA member colleges and universities created the Committee on Sportsmanship and Ethical Conduct, representing schools and conference offices from Divisions I, II and III. The mission of the committee is to develop and maintain sportsmanship and ethical conduct in all aspects of collegiate athletics by developing and implementing strategies that promote the values of respect, fairness, civility, honesty and responsibility.
The committee created a plan to:

- Develop educational programs for coaches, administrators, fans and student-athletes;
- Establish NCAA Sportsmanship Awards for student-athletes and administrators to recognize and reinforce positive behaviors; and
- Build relationships with outside groups focused on sportsmanship and good behavior, including the Citizenship Through Sports Alliance (CTSA).

Definitions

The NCAA Committee on Sportsmanship and Ethical Conduct created the following definitions for sportsmanship and ethical conduct:

- Sportsmanship is a set of behaviors to be exhibited by student-athletes, coaches, game officials, administrators and fans in athletics competition. These behaviors are based on values including respect, fairness, civility, honesty and responsibility.
- Ethical conduct is a set of guiding principles with which each person follows the letter and spirit of the rules. Such conduct reflects a higher standard than law because it includes, among other principles, fundamental values that define sportsmanship.

Standards of Behavior

NCAA member colleges and universities must have the following standards in place for sportsmanship and ethical conduct:

- The college or university must have written policies and procedures related to sporting and ethical conduct.
- The school can use the conference sporting conduct policy.
- The policies and procedures must be shared with the school's student-athletes, coaches and support groups (for example, alumni, boosters, cheerleaders, band, etc.).
- The school must provide education to boosters, staff members, student-athletes, coaches and support groups.

RESPECT Campaign

The NCAA Committee on Sportsmanship and Ethical Conduct conducted extensive research regarding this issue. Based on membership and public surveys, the committee reached the following conclusions:

- Fan conduct is the most serious and pressing issue.
- Coaches and student-athletes believe they should be responsible for establishing expectations of appropriate behavior.
- Athletics administrators should enforce guidelines for appropriate behavior, addressing negative incidents when they occur.
- In terms of defining sportsmanship, respect and integrity are two words that consistently resonate with the membership.

In response, the committee launched a sportsmanship initiative titled "RESPECT," involving a communication plan and creative materials for member institutions and conferences to implement. The committee unveiled the initiative at the 2009 NCAA Convention.

Implementing a Sportsmanship Program

The following ideas for implementing a sportsmanship program in your school or community are courtesy of the Minnesota State High School Association and the University of Texas at Austin Sportsmanship Manual.

1. With the assistance of participants, develop a Code of Good Sportsmanship and print a copy of it in event programs and on signs, banners and posters.

2. Review the Code of Good Sportsmanship with the student body, coaches, teams, cheerleaders and band members.

3. Begin a column or Sportsmanship Hall of Fame in your school newspaper that identifies and recognizes groups and/or individuals who demonstrate good sportsmanship.

4. Send a letter to each visiting team's principal, athletics director, coach and cheerleading squad to welcome them to your school.

5. Create a newsletter that continually educates students and families on the benefits of sportsmanship.

6. Post welcome signs in each team's locker room.

7. Have the public-address announcer welcome guests and request the home team's fans stand and applaud when guests are introduced. Before games or during timeouts, the announcer also could read a statement encouraging sportsmanship and proper respect for opponents and game officials.

8. Organize a good sportsmanship board or committee to create positive feelings between two schools and communities.

9. Use pregame announcements to help promote good sportsmanship throughout the contest.

10. Before the beginning of a home contest, have a team member read on the public address system a statement about sportsmanship to the crowd. This statement should be prepared by the student-athlete and should reflect the educational values of the game to be staged and how learning takes precedence over winning.

11. Create a one-week promotion at your school focusing on sportsmanship, with the winning group named at an assembly. Such promotions could include a poster, essay or float contest.

12. Develop a speakers bureau. Administrators, coaches and selected student-athletes could talk with local adult civic organizations about sportsmanship. Student-athletes could deliver talks to peers or younger students to stress good sportsmanship.

13. Challenge your principal or superintendent to write commentaries for school district newsletters.

14. Send public service announcements to local radio and television stations on a regular basis. When you contact the station's public service or sports director, ask if a coach, student-athlete or cheerleader can tape the announcement for playback on the air.

15. Develop a school board statement or policy that stresses that athletics events are educational events during which sportsmanship is a priority, that attendance at an athletics event is a privilege and that inappropriate behavior by any party will be dealt with appropriately.

16. Select a "good sport" of the week or month. This could be a student-athlete, coach, student or fan.

17. Discuss sportsmanship with other schools in your district. In addition to holding meetings, consider discussing recognition vehicles, such as an all-sportsmanship team or a school award.

18. Recognize good performance by other teams. If an opposing team advances, attend the team's games to show support or send a congratulatory note.

19. Create banners that convey the messages of good sportsmanship and welcome opponents to your school.

20. Create a sportsmanship evaluation form for visitors to your school to fill out and drop off after contests.

This lesson supports the following Colorado Academic Standards code(s):
CH09-GR.7-S.4-GLE.5-EO.c; PE09-GR.6-S.3-GLE.1-EO.a, b; PE09-GR.6-S.3-GLE.2-EO.a-c;
PE09-GR.7-S.3-GLE.1-EO.a, b; PE09-GR.7-S.3-GLE.2-EO.a-d; RWC10-GR.6-S.1-GLE.1-EO.a, c, d, f, g.