

Unit 6 Myplate.gov.

Content Area: **CTE**
Course(s): **Food and Nutrition**
Time Period: **Sample Time Period**
Length: **50 Days 10th-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Food & Nutrition 10th-12th grade

Myplate.gov

Belleville Board of Education

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Unit Overview

SWDAT myplate.gov Identify different food groups with specific nutrients that our bodies need to be healthy. This unit is designed to help students identify how to use myplate.gov.

- Recognize the important role grains, protein, dairy, vegetables, fruits and healthy fats play in good nutrition
- Identify the number of servings of grains, proteins, dairy, vegetables, fruits, healthy fats in different age groups
- Identify specific nutrients in grains, dairy, vegetables, fruits and healthy fats our bodies need to function properly.
- Understand that whole foods are more beneficial than processed foods
- Identify the nutritional value in different food groups
- Identify vitamins and minerals found in different food groups
- Prepare different foods in each food group
- Purchasing different foods in each food group
- Storing different foods in each food group

Enduring Understanding

Enduring understandings:

- Identify whole grains vs. refined grains
- Identify complete protein , incomplete proteins and plant based proteins
- Identify dairy and non dairy items
- Identify different categories of vegetables
- Identify different categories of fruit
- Identify healthy fats vs. non healthy fats
- Identify the number of servings of grains, proteins,dairy, vegetables,fruits, healthy fats in different age groups
- Identify specific nutrients in grains,dairy,vegetables,fruits and healthy fats our bodies need to function properly.
- Understand that whole foods are more beneficial then processed foods
- Identify the nutritional value in different food groups
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- Storing different foods in each food group

Essential Questions

- What is myplate.gov?
- How would you define nutrition?
- How are the foods on myplate categorized?

- What does it mean to be healthy?
- What are the common nutrients in grain groups?
- What are the common nutrients in protein groups?
- What are the common nutrients in dairy group?
- What are the common nutrients in vegetable groups?
- What are the common nutrients in fruit groups?
- What are the common nutrients in fat groups?
- How much exercise should you be getting daily for your age group?
- Why is it important to eat a variety of foods from all food groups?
- What food choices can you make to help you stay healthy?
- Why is it important to eat a variety of food from all food groups?
- What foods should I eat less of, and why? How can I make better choices?
- Why is myplate.gov such an important tool to learn?

Exit Skills

- Identify the function of myplate.gov.
- Identify nutritional value of food.
- Relate and identify different foods in myplate categories.
- Different foods have different nutritional value.
- Importance of choosing variety of whole foods.
- Role of good nutrition plays in a healthy lifestyle
- Not all foods are created equal.
- Identify nutrients in grain groups.
- Identify nutrients in protein groups.
- Identify nutrients in dairy group.
- Identify nutrients in vegetable groups
- Identify nutrients in fruit groups.
- Identify nutrients in fat groups.
- The importance of incorporating exercise in your daily routine.
- The importance of eating a variety of foods from all food groups.
- Make better food choices.

New Jersey Student Learning Standards (NJSL-S)

9.3.12.ED	Education & Training
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CS.9-12.8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.
CS.9-12.8.1.12.NI.4	Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
	With a growth mindset, failure is an important part of success.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	Innovative ideas or innovation can lead to career opportunities.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

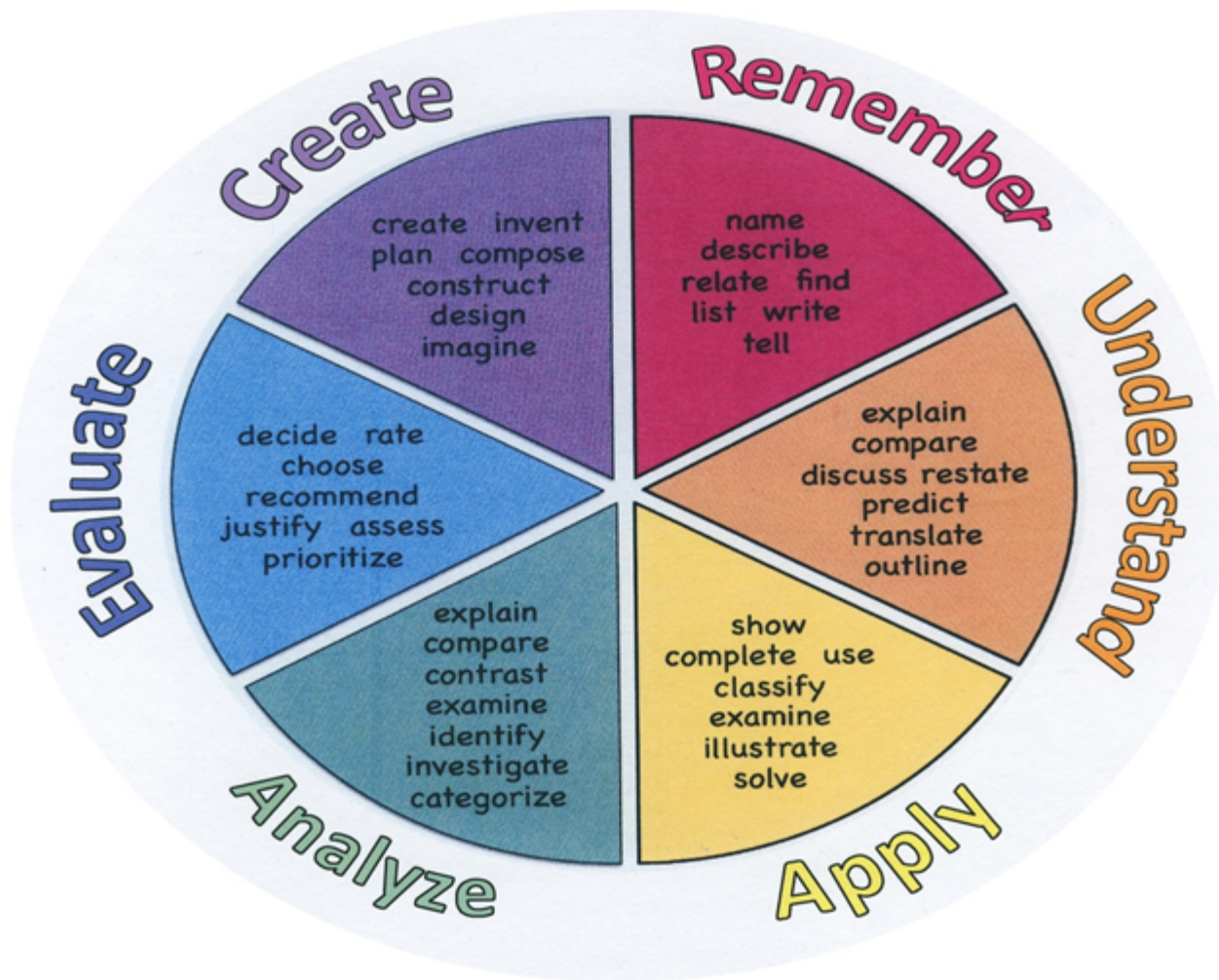
Interdisciplinary Connections

LA.RL.11-12	Reading Literature Key Ideas and Details Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
LA.W.11-12	Writing
LA.SL.11-12	Speaking and Listening Comprehension and Collaboration
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.

Learning Objectives

- Choose healthier options
- Identify all food options
- Healthy and balanced diet for your needs
- Make half your plate filled with produce (fruits and vegetables)
- Make at least half of your grain choices whole grains
- Identify different dairy choices
- Choose different variety of protein food choices which include beans, nuts, soy, lean meat, poultry, and eggs
- Choose more whole grain
- Choose seasonal vegetables
- Choose seasonal fruits
- Choose healthy fats
- Drinks half your weight in water
- Become more physically active Exercise daily
- Cutting back on sodium, solid fats, and added sugars

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Research and utilize myplate.gov
- Read and create tip sheet
- Prepare daily food log
- Prepare healthy food snacks
- Incorporate whole foods into your daily diet
- Incorporate real food into your diet

- Preparing recipes incorporating myplate.gov
- Myplate recipe project
- Practice and demonstrate cooking food recipes incorporating myplate.gov. as it pertains to various cultures (African American & Asian American/Pacific Islander)
- Research and select appropriate recipes based on a set of criteria factors.
- Research African American requirements per age group for myplate.gov
- Research plant based recipes to help prevent climate change.

Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)
- Quarterly benchmarks
- Roundtable discussion results
- Chapter Vocabulary Terms-benchmark assessment
- Chapter review key concepts-benchmark assessment
- Unit Review/Test prep
- Study guide
- Unit test-summative assessment
- Kitchen Logs
- Kitchen Labs
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Teacher and student discussions
- Red light, Green light-formative assessment
- Practice and demonstrate cooking food recipes incorporating myplate.gov.-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Textbook: Food ,Nutrition & Wellness
- *Workbook: Food Nutritoin & Wellness*
- *Group Discussions*
- *Group Projects*
- *Website: Myplate.gov*
- *Food Projects*
- *Google Classroom*
- You tube Clips
- Power Point Presentations

Ancillary Resources

- Group Discussions
- Group Projects
- Lab Plans
- Unit Recipes
- Chapter worksheets
- Chapter review
- Exit Tickets

Technology Infusion

- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

Win 8.1 Apps/Tools Pedagogy Wheel



Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. With a growth mindset, failure is an important part of success. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments

- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan

- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highlighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modified test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on Unit 6 Myplate.gov
 - Correction and resubmission of work related to Unit 6 Myplate.gov
 - Model concepts of Myplate.gov
 - Evaluating correct work; collaborating with student on incorrect work
 - Additional time to complete assignments
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Complete activities above grade level
 - Advanced problem-solving related to Unit 6 Myplate.com
 - Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
 - Simulated project modules utilizing technology at higher level to create different safety prevention
 - Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 6 Myplate.gov
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and

growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Myplate.gov

NJSLS: See below

Interdisciplinary Connection: Writing, Analysis, critical thinking, Reading-inform, vocabulary/text science math, communication, group work

Statement of Objective: SWDAT will analysis & evaluate myplate.gov. Students will work together in groups using a rubric to create a tri-folder or poster board about myplate.gov. Introduce students to the website myplate.gov and supertracker interactive tool. each group will present their fact finding to the other members of the class. Students will complete presentation with 100% participation.

Anticipatory Set/Do Now List three reasons to eat a healthy diet..

Learning Activity: Q&A, Review, Graphic organizer, Group Discussion, Q&A, Guided practice,

Student Assessment/CFU's: See above

Materials: Textbooks, PowerPoint, Study Guide, Technology, Class Logs, Lab Plan, Recipes, Culinary terms

21st Century Themes and Skills:

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
12.9.3.HT	Hospitality & Tourism
12.9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism

products and services.

12.9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
12.9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA	Global and Cultural Awareness
	Innovative ideas or innovation can lead to career opportunities.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.