Unit 2: My Plate, Food label and Nutrition - Updated 2024

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Class periods**
Status: **Published**

Brief Summary of Unit

Making healthy food choices is the simplest way to maintain a healthy body. In this unit students will be introduced to the government approved "My Plate" concepts and the food label. Together with their existing knowledge of healthy food concepts and the six basic nutrients acquired within the 7th grade science curriculum, students with evaluate their own diets and food choices. The goal of this unit is to give the student the tools needed to establish and follow a healthy diet during adolescence and beyond. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards foster interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

National Standards for Family and Consumer Sciences Education

Standard 9.0 Food Science, Dietetics, and Nutrition

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

9.3.2 Analyze nutritional data.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.

9.4.1Analyze nutritional needs of individuals.

Cross curricular connections:

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style

are appropriate to task, purpose, and audience.

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

MA.K-12.1 Make sense of problems and persevere in solving them.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.8	Managing-self
P.9	Setting goals
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Essential Questions

- How are healthy food choices made?
- How can goal setting improve one's health?
- How can it be determined if a food choice is appropriate?
- How can one insure that the body receives calorie-dense nutrients each day?
- How do culture, experience and environment affect one's health?
- How do the food groups build a balanced meal?
- How does simple math apply to healthy eating?
- What does it mean to eat healthfully and be physically active?
- Why is it important to eat healthfully and be physically active?

Enduring Understandings

- a healthy and well balanced diet and exercise routine contribute to overall health.
- dietary requirements differ with a person's age, weight, and exercise routine.
- eating a healthy and well balanced diet directly correlates with increased opportunities for success and enhanced social interactions.
- learning to read food labels will enable students to make healthy food choices when shopping or eating at home.

Students Will Know

- how to utilize the food label to make healthy food choices.
- parts of a food label.
- the” My Plate” Guidelines and individual sections.

Students Will Be Skilled At

- building a healthy and well-balanced diet and exercise routine.
- designing meals including foods from each My Plate section.
- reading food labels to compare and contrast nutritional content and ingredients.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Students will be able to suggest and create meals including one food choice from each “My Plate” section.
- Students will compare and contrast two food labels, choose the healthier choice and justify their answer.
- Students will complete a written test; they will be assessed on their content knowledge with quizzes and homework assignments.
- Students will develop a “My Plate” diagram correctly identifying food choices for each section.
- Students will read a food label to find specific pieces of information.
- Students will relate the six leader nutrients learned in 7th grade science to the information on the food label.
- Students will view a video explaining the information contained on a food label.

Learning Plan

- Facilitate a foods lab incorporating nutritional concepts discussed.
- Facilitate discussion and provide lecture outlining and explaining food label information.
- Lead discussion with students regarding answers to the essential questions to ascertain their ideas about and experiences with healthy eating.
- Pre-assess students to determine existing knowledge of healthy eating concepts, My Plate guidelines, food label information, Leader Nutrients and Body Mass Index information.
- Provide worksheets, homework, quizzes and tests when appropriate and necessary to reinforce specific concepts and/or check for understanding.
- Through worksheets, class discussions, videos and activities, students will learn how to design a healthy meal utilizing the “My Plate” concepts, understand a food label, calculate their Body Mass Index

and identify Leader Nutrients.

Materials

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

- Grade 7 Science curriculum for reference
- Lab sheet
- My Plate, Food Labels and the Leader Nutrients vocabulary
- Poster paper
- Sample food labels
- Six Leader Nutrients
- Video explaining the information contained on a food label
- Web-based or printed " My Plate" Guidelines for Nutritional values / Dietary Guidelines
- Worksheets, videos, homework assignments, quizzes and tests to promote/assess understanding of vocabulary associated with and the overall importance of building a healthy and well-balanced diet and exercise routine.
- www.kidshealth.org re: the My Plate, Food Labels and the Leader Nutrients
- www.Myplate.gov

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing