Unit 02: Nutrition and You

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Brief Summary of Unit

This unit centers around the phrase “you are what you eat”. Students will learn how the body breaks down food and nutrients into simpler elements to provide the energy and building blocks required to develop, repair, and maintain body cells. Students will understand how the body uses food. They will explore the MyPlate and Food Guide Pyramid as models of an eating plan. They will know and understand how the MyPlate and The Dietary Guidelines for Americans form healthful eating and activity patterns. 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.

Revision date: June 2022

Standards

The identified standards reflect 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 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and

effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

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.

HE.K-12.P.10 Using technology tools responsibly

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

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

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

Essential Questions

- How does a food label support nutritious food choices?
- Why is it important to make nutritious food choices?

Students will Know / Students will be skilled at

Students will be skilled at:

- analyzing a food journal to identify what is missing nutritionally and make suggestions on how to improve the diet.
- avoiding an excess of added sugars and empty calories in their diets.
- creating meal plans to meet one's nutritional needs
- designing meals inclulding foods from each My Plate section
- eating proper portion sizes
- identifying the nutrients found in foods and why these nutrients are important
- making a balanced meal including all five food groups.

Students will know:

- how to identify good food sources of various nutrients and be able to describe how the body uses them.
- key terms: nutrient, nutrition, malnutrition, glucose, glycogen, nutrient density, fortified, and enriched, fat free, low-fat, reduced fat, light, no added sugar, high fiber, FDA.
- the Dietary Guidelines for Americans.

- the MyPlate's groups, sample foods, serving sizes, and leader nutrients.
- why eating a variety of food is more healthful than eating from one or two food groups.

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 evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance and lab critique submissions.
- meaningfully address the essential and guiding questions of this unit of study.
- actively participate in related labs
- complete personalized nutrition analysis project based on My Plate and Food Guide Pyramid guidelines: list all the foods eaten over the course of one week; tally the number of servings eaten from each group, identify nutritional strengths and weakness. Create nutritional goals to increase consumption of foods from groups that are lacking and limit types of foods that may be too abundant. Plan a nutritious diet for one day, including breakfast, lunch, dinner, and 3 snacks based on individual nutritional requirements.
- complete the unit test and/or complete: Nutrition/ MyPlate.gov Project.
- complete unit-related formative assessments including but not limited to: My Plate and Food Guide Pyramid, food label terms, nutrients.
- engage in discussion and identification of food groups, serving sizes, leader nutrients, and example foods related to My Plate and the Food Guide Pyramid

Materials

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.

Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: (https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860). Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- topic related DVDs
- websites
- interactive use of SmartBoard
- necessary recipes and ingredients
- necessary kitchen equipment
- worksheets and ancillary materials to allow for formative assessment of understanding

- Powerpoints and Trivial Pursuit (Nutrition)

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing