

# 01 Nutrition and Health

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- Define nutrition.
- List the differences between Macronutrients and Micronutrients.
- Recognize how nutrition applies to our lives.

## **CONTENT AREA STANDARDS**

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LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make

informed choices.

TECH.8.1.8.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Nutrition correlates to one's health.
- There are two main types of nutrients, micronutrients and macronutrients.
- Nutrition information helps people make healthy food choices.

### **Procedural Knowledge**

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Students will be able to:

- Engage in collaborative discussions about nutrition related to one's health.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Use songs, and internet activity to enhance student learning about nutrition.
- View clips to show micronutrients vs macronutrients.
- Create a visual aid to make the material more relevant to students lives.
- Research nutrition facts.
- Plan and create a daily balanced nutritional meal utilizing the food pyramid and a budget.
- Present the meal plan.
- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Prepare for a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Determine factors that influence food choices and eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Use critical thinking skills to plan and conduct research using appropriate digital tools and resources.

- Use critical thinking skills to manage projects using appropriate digital tools and resources.
- Use critical thinking skills to solve problems and make informed decisions using appropriate digital tools and resources.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- KWL chart.
- Harkness about nutrition related to one's health.
- Scavenger hunt - use technology to research micronutrients and macronutrients.
- Nutrition Guide (e.g., food pyramid and budget).
- Trip to the grocery store to compare and contrast nutritional information on similar food products.
- Nutrition games online.
- Poster or brochure to illustrate healthy food choices.
- Research foods with nutritive value.
- Teacher made quizzes.
- Class discussions, class participation, teacher made assessments.
- Student Evaluation.

### **Summative Assessments**

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Plan and present a nutritional meal plan with a budget.

Establish goals based on students self-evaluation results.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Rap: Nutrients](#)

[Nutrition: Choose Right, Live Well Rap](#)

[“My Guide to Nutrition” and “Student Self Evaluation](#) (pages 5 and 51)

[KWLChart](#)

[Compare and Contrast Chart](#)

[Micronutrients vs Macronutrients](#)

[Nutrition Game for Kids](#)

## **INTERDISCIPLINARY CONNECTIONS**

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Implementation of conventions of Standard English.

Language Acquisition.

Audio/visual media analysis.

Google.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

## Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

## Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.
- Help with organization of materials (e.g., Google classroom, access to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogeneous grouping (if working in groups and as determined by ICS teacher).

## Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

## Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.