

# 03 Classes and Sources of Nutrients

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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Determine what guides our food choices and eating habits.

Define the terms nutrition, carbohydrate, protein, lipid (fat), alcohol, vitamin, mineral, water, kilocalorie (kcal), and dietary fiber.

Use the caloric values of energy-yielding nutrients to determine the total calories (kcal) in a food or diet.

Evaluate a food label.

Identify reliable sources of nutrition information.

## **CONTENT AREA STANDARDS**

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LA.SL.6.1	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.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.L.6.1	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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MA.K-12.5	Use appropriate tools strategically.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on 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.
HPE.2.2.6.B.1	Use effective decision-making strategies.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Healthy foods provide essential nutrients.
- Individuals can select their food choices and determine their eating habits.
- The food choices people make will affect their health.
- It is important to one's health to determine factors that influence food choices and eating patterns.
- Individuals need to use effective decision-making strategies.
- Individuals need to use appropriate tools strategically.

### **Procedural Knowledge**

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Students will be able to:

- Determine factors that influence food choices and eating patterns.
- Identify foods sold in the U.S. with essential nutrients.
- Identify food additives and foods with nutritional value.
- Compare the differences between foods with and without sustenance.
- Compare ethnic influences on the American diet.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Evaluate a food label to make healthy lifestyle choices.
- 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.
- Summarize the benefits associated with nutritional choices, based on eating patterns.
- Summarize the risks associated with nutritional choices, based on eating patterns.
- Record the foods and beverages students consume and serving sizes.
- Create items with nutritive value.

- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Utilize appropriate tools strategically.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Questionnaire to determine your eating habits/food choices.

Rate your plate activity – record foods and beverages consumed and the serving sizes.

Bring in simple foods of student's choice and measure foods so that students get a sense of serving sizes.

List restaurants students frequent and changes that students would make to the food choices and service.

Illustrate items with nutritive value.

Write your family's food habits and how student's food habits may be similar.

Record food commercials that students view during the day and discuss the messages and eating habits that they promote.

Evaluate a food label or package that student's volunteer to bring to class.

Explore what food labels have to offer in diet planning; dissect label information (e.g., product name and manufacturing information; listing of food constitutes; percentage of daily value; standard serving size; exceptions to food labeling and health claims on food labeling).

Arrange a trip to the grocery store for students to select foods with nutritional value to help them create a meal from their menu.

Chart the benefits and risks associated with nutritional choices, based on eating patterns.

Complete the Labeling Report Card Activity.

Snowball fight- (test review - if applicable) – to review the content students will create a list of questions about food and nutrition. Crumble the paper in the center of the room and students will come up to grab an anonymous sheet and answer a question. The process repeats until all questions are answered.

Teacher made quizzes.

Class discussion, class participation and teacher made assessments.

Write goals for improving eating habits.

## **Summative Assessments**

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Create a food label and menu packed with nutritive value.

Cook one item on the menu for the class to sample healthy foods, or teacher made test.

Modified Harkness discussion about food commercials.

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

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How Healthy is your Diet Questionnaire - <http://www.devonhealthandwellbeing.org.uk/wp-content/uploads/2012/10/BHF-How-healthy-is-your-diet-questionnaire1.pdf> or

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/CKC-questionnaire.pdf>

Harkness sheet <https://backend.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-collegeprepHS-collaboration-harkness-map.pdf>

Labeling Report Card Activity –

[http://www2.ku.edu/~topeka/THEMATIC\\_UNITS/Nutrition\\_Unit.pdf](http://www2.ku.edu/~topeka/THEMATIC_UNITS/Nutrition_Unit.pdf) (page 40)

## **INTERDISCIPLINARY CONNECTIONS**

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English Language Arts - Information Writing; Implementation of Conventions of Standard English; Language Acquisition.

Technology/Multimedia - Audio/Visual Media Analysis; Google; Educational Tech Applications.

Math - Computations; Financial/Economic/Business/Entrepreneurial Literacy.

## **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).

## 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.

## Content

- Write using speech to text or text to speech.
- Oral in lieu of written responses (if writing is not being assessed).
- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists.
- Provide one page of tests/quizzes at a time to reduce anxious behaviors.
- 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 and for access to educational learning tools.
- 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.
- Break down tasks into manageable units.
- Help with organization of materials (e.g., Google classroom).
- Provide supplemental reading material depending on students reading level
- Heterogenous 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.