

04 Nutritional Food Choices and Human Health

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

General Overview, Course Description or Course Philosophy

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

Developing an eating plan based on the concepts of variety, balance, moderation, nutrient density, and energy density is important for one's health and well being.

CONTENT AREA STANDARDS

LA.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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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. |
| 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. |

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| HPE.2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| 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. |
| TECH.8.1.8.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Foods from the food pyramid contain nutrition.
- The body needs six nutrients everyday.
- There inadequate nutrients in a diet plan.
- The food guide pyramid is a menu planning tool to promote health and wellness.
- Portion size impacts ones health.
- Individuals needs to analyze nutritional information to make informed choices.
- People can grow their own foods that are packed with nutrition.
- People need to analyze data to identify solutions and/or make informed decisions.

Procedural Knowledge

Students will be able to:

- Complete class survey about personal diet.
- Determine factors that influence food choices.
- Determine factors that influence eating patterns.
- Record the benefits and risks associated with nutritional choices.
- Analyze nutrition facts.
- Research nutrition recommendations.
- Write for a specific audience and purpose.
- 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
- Select foods that contain nutritive adequacy and balance.
- Calculate foods with nutritive value to make informed decisions.
- Collect data to identify solutions and/or make informed decisions.

- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Apply critical thinking skills to plan and conduct research using appropriate digital tools and resources.
- Apply critical thinking skills to manage projects using appropriate digital tools and resources.
- Apply critical thinking skills to solve problems using appropriate digital tools and resources.
- Apply critical thinking skills to make informed decisions using appropriate digital tools and resources.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through organization.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through analysis of relevant content.
- Summarize the benefits associated with nutritional choices, based on eating patterns.
- Summarize the risks associated with nutritional choices, based on eating patterns.
- Evaluate the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- Plant fruits and vegetables packed with nutrition.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Create a personalized diet plan to recognize healthy eating habits.
- Create a class health-book from personalized diet plan for Kinnelon Middle School staff.
- Prepare a nutritious meal for the staff at Kinnelon Middle School.

EVIDENCE OF LEARNING

Formative Assessments

Class survey on Google form about personal diet to help improve daily diet and overall health.

Blog (expository writing) to offer nutrition recommendations to an intended audience.

Graphic organizer - record the benefits and risks associated with nutritional choices.

Use on-line resources to analyze nutrition facts and recommendations.

Develop a menu for a family.

Plant a garden outside with fruits and vegetables that contain nutritive value.

Do We Really Need Food to determine the 6 nutrients the body needs everyday.

Functions of Nutrients Sponge or Game to review nutrients the body needs.

Prepare a nutritious meal for the staff at Kinnelon Middle School.

Analyze *Shortenin Bread* song activity.

Trip to the virtual grocery store or community grocery store to select foods with nutritional adequacy and balance.

Bag a McMeal to determine inadequate nutrients in fast food restaurants.

Nutrition on a Budget to select healthy food items within a budget.

Teacher made quizzes.

Class discussions, class participation, teacher made assessments.

Summative Assessments

Create a personalized diet plan.

Create a class health book personalized with a collection of healthy food choices.

Prepare a nutritious meal for the staff at Kinnelon Middle School and vote on the healthiest and most delectable plate.

Write (information writing) the nutritional value of each food item selected for the staff's healthy recipe cook book.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Meal Planner - <https://www.everydayhealth.com/meal-planner/>

Rate My Plate - <https://www.choosemyplate.gov/MyPlatePlan>

Bag a McMeal, Nutrition on a Budget and *Shortenin Bread* song activity (pages 27-36 and 41-45)
http://www2.ku.edu/~topeka/THEMATIC_UNITS/Nutrition_Unit.pdf

Virtual Grocery Store - Shoprite from Home - <https://shop.shoprite.com/globaldata/banner-pages/shoprite->

[from-home](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Information Writing; Implementation of conventions of Standard English.

Technology/Multimedia -Audio/visual media analysis; Google; Media Literacy; Educational Tech Applications.

Math - Computations.

Science - Environmental Literacy.

Visual Performing Arts - Music Appreciation.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

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.

