

# 06 The Food Pyramid and Dietary Guidelines

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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A food pyramid is a tool that can help one determine healthy eating habits.

Select healthy food from the 5 food groups within the food pyramid.

Where we live affects how we eat.

Food pyramids differ depending on where we live.

Analyze your dietary intake by separating foods eaten into the proper food groups.

## **CONTENT AREA STANDARDS**

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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.

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

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LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
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LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

Students will understand that:

- A food pyramid is different depending on where one lives.
- Where one lives affects the food they consume.
- Foods with nutritive value are important for healthy growth and development.
- Planning meals from the food pyramid is important for ones health and wellness.
- Individuals need to know how to use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually to create and communicate knowledge.
- Individuals need to know how to use digital tools to access, manage, evaluate, and synthesize information in order to solve problems collaboratively to create and communicate knowledge.

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### **Procedural Knowledge**

Students will be able to:

- Identify 5 food groups from the food pyramid and apply knowledge to students' life and diet.
- Identify names, correct portions, food types, and basic nutrients for each food group in the food pyramid.
- Determine factors that influence food choices and eating patterns.
- 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.

- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Compare the American food pyramid to food pyramids of a native country.
- Compare and contrast a variety of nutrition and fitness texts in terms of their approaches to similar themes/topics.
- Compare and contrast (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Respond to journal prompts to reflect on nutrition and fitness texts in terms of their approaches to similar themes/topics.
- Reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Access technology and search for information to help individuals determine healthy eating habits.
- Use digital tools to research information about nutrition and fitness.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Food pyramid quiz.

Other teacher made quizzes.

Read and respond to nutrition and fitness based articles.

Food Pyramid Bingo to introduce different levels and parts of the food pyramid.

Reach out to your family to share a favorite fruit or vegetable recipe.

Write the recipe following a template provided (teacher made).

Research project - help community members determine healthy eating habits.

Create a class recipe book consisting of favorite fruits and vegetable recipes with the nutritive value.

Select a few recipes and sample them in class.

Spider Web group activity to propel discussion about how the Food Pyramid recommendations are different than those of student's native country.

Play the game Name that Food.

Name all the foods on the tray presented (all from Food Pyramid). Taste samples of choice and describe the taste.

Discuss foods you eat in your family and the nutritional value of the meals.

Research food pyramids of student's native country or another country and compare with the American Food Pyramid.

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### **Summative Assessments**

Create a personalized meal plan based on the foods from the Food Pyramid of your native country or another country.

Record your meals in your food diary.

Prepare the food to share a sample with the class (foods from previous lessons cannot be repeated).

Use a multimedia presentation that outlines your balanced menu and present what the menu reveals about you and your family.

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

The Food Pyramid, the Food Pyramid Quiz, teacher questions for Pyramid Bingo, Pyramid Bingo, Food Guide Pyramid, Dietary Guidelines, Using the Food Guide Pyramid, Name that Food (pages 8-21)[http://www2.ku.edu/~topeka/THEMATIC\\_UNITS/Nutrition\\_Unit.pdf](http://www2.ku.edu/~topeka/THEMATIC_UNITS/Nutrition_Unit.pdf)

My Food Diary

[https://www.cdc.gov/healthyweight/pdf/food\\_diary\\_cdc.pdf](https://www.cdc.gov/healthyweight/pdf/food_diary_cdc.pdf)

Rate My Plate

<https://www.choosemyplate.gov/MyPlatePlan>

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### **INTERDISCIPLINARY CONNECTIONS**

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

Technology/Multimedia - Google; Media Literacy; Educational Tech Applications.

Math - Computations.

## **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.
- 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.
- Calculator to determine nutritive value.