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| **Unit Objectives** | **DAY 1:** | **DAY 2:** |
| * Students will list and explain the 6 basic nutrients by taking Test 1. * Students will list the 6 food groups by taking Test 1. * Students will list & analyze influences of food choices by taking Test 1 * Students will demonstrate understanding of the importance of healthy eating choices, by taking Test 2. * Students will demonstrate understanding of nutrition & food labels, by taking Test 2. * Students will list beneficial resources to talk to about nutrition goals, by taking Test 2. * Students will know and discuss the ABC’s of good health, by taking Test 2. | **Lesson Objectives** | **Lesson Objectives** |
| * Students will analyze the relationship between nutrition, the quality of life, and disease, through discussion. * Students will list and analyze nutritional influences on nutrition by creating a collage. | * Students demonstrate their knowledge of the six basic nutrients, by completing the worksheet “See, what had happened was” * Students will demonstrate their knowledge of how nutrition plays a role on disease by completing the worksheet “See, what had happened was” |
| **Unit Assessment** |
| A formal assessment on the students’ knowledge of nutrition |
| **Pre-Assessment** | **Review** |
| Turning Point (F) | “Don’t Break the Chain!” |
| **Introductory Activity** | **Introductory Activity** |
| “The Price is Right: Nutrition Style” | Rubber Bones |
| **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** |
| The teacher assesses the students’ basic knowledge of nutrition in an addition to an introduction of the nutritional value of everyday foods. Lecture will include a discussion on how nutrition, the quality of life, and disease relate to one another and how various influences play a part in food selection. (IF) | The teacher lecture will cover the topics of: the six basic nutrients & sub-components; what foods have which nutrients; and how nutrition plays a role on disease. |
| **Culminating/Application Activity:** | **Culminating/Application Activity:** |
| “What Influences Teenagers” Collage (IF) | “See, what had happened was…” (F) |
| **Closure** | **Closure** |
| Discussion of topics covered in class & a brief overview of the Nutrition unit. Time for additional questions will be given.  **Tomorrow’s class topic**: Nutrients and the role nutrition plays on disease. | Discussion over nutrients and the role nutrition plays on disease. Time for additional questions will be given.  **Tomorrow’s class topic:** Food groups and portion sizes. |
| **Assessment: (what and when administered):** | **Assessment: (what and when administered):** |
| Formal Pre-Assessment – (beginning of class) Turning Point.  Informal Assessment – (during lecture) Discussion of the topics in Lesson Objective #1  Informal Assessment – (application activity) “What Influences Teenagers’” Collage | Formal – (application activity) “See, what had happened was…” |

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| **DAY 3:** | **DAY 4: Assessment** | **DAY 5:** |
| **Lesson Objectives** | **Lesson Objectives** | **Lesson Objectives** |
| * Students will identify all six food groups, by playing the game “Iron Chef” * Students will be able to identify a variety of portion sizes by creating “The 411 On Portion Sizes” cue cards | * Students will list and explain the 6 basic nutrients by taking Test 1. * Students will list the 6 food groups by taking Test 1. * Students will list & analyze influences of food choices by taking Test 1 * Students will describe and discuss the ABC’s of good health by completing the assignment “Getcha Goals”. | * Students will set realistic and attainable short term nutrition goals, and map the steps needed in order to attain the goal by completing the Goal Ladder Mapping activity sheet * Students will discuss the importance of healthy snacks and breakfast in a class discussion |
| **Review** | **Review** | **Review** |
| Team Jeopardy | Around the World | Finish Up “Getcha Goals” and discussion |
| **Introductory Activity** | **Introductory Activity** | **Introductory Activity** |
| “Balanced Body Builder” | N/A | N/A |
| **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** |
| Lecture on the components of the six food groups. Exploration of cultural foods. Discussion on portion sizes. | * Formal assessment: Test #1 * Lecture on the ABC’s of good health. | Discussion of nutritional goals and the best practices to achieve these goals. Topics may include: easy steps to take, ways to track behavior, support personal, importance of breakfast, snacking, and eating out. (IF) |
| **Culminating/Application Activity:** | **Culminating/Application Activity:** | **Culminating/Application Activity:** |
| “Iron Chef” (F)  “Supersize Me” (F)  “The 411 On Portion Size” | Students are to complete “Getcha Goals” activity sheet #1 (IF) | Goal Ladder Mapping Activity Sheet (IF) |
| **Closure** | **Closure** | **Closure** |
| Discussion over the six food groups and which food groups are dominant with certain nutrients. Discussion over portion sizes and more examples to compare sizes. Time for additional questions will be given.  **Tomorrow’s class topic**: Test and goal setting. | Discussion of the test and goals  **Tomorrows’ class topic:** Goal setting. | Discussion about goals and goal setting, with time for anyone to share their goals if they chose and for the class to critique them.  **Tomorrow’s class topic:** Nutrition labels, food labels, and opening dates. |
| **Assessment: (what and when administered):** | **Assessment: (what and when administered):** | **Assessment: (what and when administered):** |
| Formal – (application activity) Iron Chef  Formal – (application activity) – The 411 On Portion Sizes | Formal – (Lesson Focus) Test #1  Informal – (after the test) Getcha Goals worksheet | Informal – (application activity) Goal ladder mapping activity sheet  Informal – (lecture/discussion) The importance of healthy snacks and breakfast |

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| **DAY 6:** | **DAY 7:** | **DAY 8: Cooking** |
| **Lesson Objectives** | **Lesson Objectives** | **Lesson Objectives** |
| * Students will analyze nutrition labels through the activity “Pick Me!” * Students will identify the meaning of food labels by completing the activity “Label My Plate”. * Students will identify the meaning of Opening Date Labels by completing “To Eat or Not to Eat”. | * Students understand the concept of food sensitives by completing the “Nancy Drew” worksheet, in a small group. * Students understand the concept of foodborne illnesses, and ways to reduce foodborne risks, by completing the “Nancy Drew” worksheet, in a small group. | * Students will describe the healthy components of each ingredient that is used in the recipe that the group is cooking by completing a worksheet. |
| **Review** | **Review** | **Review** |
| Review questions | “Rate Your Snack Food” (Tackmann, 2000) | “Picture This” |
| **Introductory Activity** | **Introductory Activity** | **Introductory Activity** |
| “Name that Food” (Tackmann, 2000) | “Pin the Cootie on the Culprit” | N/A |
| **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** |
| Lecture focus is on learning and analyzing nutrition labels, food labels, and opening dates. | Lecture covers food sensitizes and illnesses, with the addition to minimizing those risks. | Students will prepare a healthy snack with the given ingredients and directions in order to have a hands on experience with healthy eating. |
| **Culminating/Application Activity:** | **Culminating/Application Activity:** | **Culminating/Application Activity:** |
| “Pick Me!” (IF)  “Label My Plate” (IF)  ‘To Eat or Not to Eat” (F) | “Nancy Drew’s Mystery of Taco Tuesday Night” (F) | Healthy Habit’s Discussion & Snack Worksheet (IF) |
| **Closure** | **Closure** | **Closure** |
| Discussion covering the activities played in class and how it connects to the day’s topics.  **Tomorrow’s class topic:** Food sensitives and illnesses | Discussion about food sensitives and illnesses, in addition to how to avoid such things and what to look for when eating out to make sure their food is safe.  **Tomorrow’s class topic:** Cooking a healthy snack and that they should wear appropriate clothing. | Discussion about what other snacks might be good to try and make, if they are going to try any of it at home, ect.  **Tomorrow’s class topic:** Review activities to prepare for the test. |
| **Assessment: (what and when administered):** | **Assessment: (what and when administered):** | **Assessment: (what and when administered):** |
| Informal – (after nutrition label discussion) “Pick Me!”  Informal – (after food label discussion) “Label My Plate”  Formal – (after opening date discussion) “To Eat or Not to Eat” | Formal – (application activity)“Nancy Drew’s Mystery of Taco Tuesday Night” | Informal – (during the cooking session) Healthy components worksheet |

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| **DAY 9:** | **DAY 10: Final Assessment** |
| **Lesson Objectives** | **Lesson Objectives** |
| * Students will demonstrate an understanding of the importance of healthy eating choices through study activities in class. * Students will demonstrate understanding of food labels through study activities in class. * Students will analyze nutrition labels through study activities in class. * Students will be able to recognize professionals to speak to when concerning nutrition through study activities in class. * Students will demonstrate his or her knowledge of the ABC’s of Good Health through study activities in class. | * Students will demonstrate understanding of the importance of healthy eating choices, by taking Test 2. * Students will demonstrate understanding of nutrition & food labels, by taking Test 2. * Students will list beneficial resources to talk to about nutrition goals, by taking Test 2. * Students will know and discuss the ABC’s of good health, by taking Test 2. |
| **Review** | **Review** |
| “Kitchen Creations” (review on some kitchen safety, what foods we used, what they liked best, other ideas, what they didn’t like, what unhealthy snack did we replace the healthy snack with) | “Who has, I am” |
| **Introductory Activity** | **Introductory Activity** |
| N/A | N/A |
| **Skill/Concept Development (Lesson Focus):** | **Skill/Concept Development (Lesson Focus):** |
| Assortment of review stations for final test (IF):   * Nutrition Land * Guided Discussion Cards * Hot Potato * “Who has, I am” * Clicker station * Charades via drawing or acting * Ticket to Class Review | Students will take the final nutrition assessment (F) |
| **Culminating/Application Activity:** | **Culminating/Application Activity:** |
| **N/A** | “Crunch Time with a Catch” |
| **Closure** | **Closure** |
| Students ask the teacher questions, the teacher questions the class, and a discussion of test format.  **Tomorrow’s class topic:** Test | Discuss how the students see nutrition now in their own lives, and if they feel that with their new knowledge some of their eating decisions might change. Open discussion about the nutrition unit  **Tomorrow’s class topic:** Body Management Unit. |
| **Assessment: (what and when administered):** | **Assessment: (what and when administered):** |
| Informal – (the class period) Participating in a variety of review activities that benefit all styles of learning. | Formal – (class period) Final Assessment of the unit |