

# Orange Public Schools



## Curriculum Guide

### Diet and Nutrition

Grades 11-12

OBE Approval Date: November 12, 2019

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**2019-2020**

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## Diet & Nutrition

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 1: Food & Kitchen Safety and Sanitation		
<b>Career Ready Practices</b>			
<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impact of decisions.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>Maintaining clean and safe environment is crucial in prevention of illness and for the safety of people working in the kitchen area. Whether it is an individual cooking at home or a food service personnel working in commercial kitchen, compliance to food/kitchen safety and sanitation principles is the first step that leads to prevention of foodborne illnesses and accidents in the kitchen.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>● 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.</li> <li>● 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>● 8.1.B:6 Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases; search engines and subject directories.</li> </ul>		<ul style="list-style-type: none"> <li>● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in text by paraphrasing them in simpler but still accurate terms.</li> <li>● WHST:7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ul>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>● Why is food safety and sanitation an important issue?</li> <li>● Why are guidelines for personal hygiene and safety necessary?</li> </ul>			

## Enduring Understandings

- Explain the importance of personal cleanliness.
- Identify the hazards in the kitchen.
- Differentiate between safe and unsafe practices in the kitchen.
- Correlate between microorganisms and foodborne illnesses.
- Describe the symptoms and treatments of foodborne illnesses.
- Analyze common kitchen practices that may lead to cross-contamination.
- Demonstrate kitchen and food safety practices.
- Discuss the role of government agencies in ensuring food safety.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> T	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> X	Health Literacy	<input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/> X	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Analyze the common kitchen practices for food & kitchen safety.
- Research on a foodborne illness outbreak and evaluate the cause of it and explain how it could be prevented.
- Demonstrate food & kitchen safety guidelines during food preparation.

### Assessments

- Pre and Formative: Do Now – quiz. Oral questions. Review of classwork and homework.
- Summative: Written test
- Other assessment measures: Observation during food lab

### Teaching and Learning Actions

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>● <i>Demonstrations</i></li> <li>● <i>Flexible grouping</i></li> <li>● <i>Cooperative learning</i></li> <li>● <i>Jigsaw</i></li> <li>● <i>Hands on learning</i></li> <li>● <i>Project based learning</i></li> </ul>
<b>MTSS</b>	<b>Special Education Students:</b> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP</li> </ul>

	<ul style="list-style-type: none"> <li>● Give students a MENU options, allowing students to pick assignments from different levels based on difficulty</li> <li>● Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies such as Reading Aloud, Graphic Organizers, Reading Study Guides, One-on-one Instruction, Class Website (Google classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica Launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and Read Google extension addition will read to the student in the language selected.</li> <li>● Vocabulary Spelling City word banks.</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment.</li> </ul> <p><b>Risk of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.</li> <li>● Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction.</li> <li>● Constant parental contact along with mandatory tutoring appointments.</li> <li>● Academic Contracts.</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.</li> <li>● Student led classroom instruction also project based learning.</li> </ul> <p><b>Students with a 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</li> </ul>
<p><b>Activities</b>  <i>Demonstrations</i>  <i>Sensoryworld interactive game</i>  <i>Discussions</i>  <i>Research &amp; Presentations</i></p>	<ul style="list-style-type: none"> <li>● Discuss common injuries that can take place in the kitchen.</li> <li>● Create flexible groups of 3-4 and assign each member a topic. They read the information about the topic from the textbook and take notes. After 10 minutes all the students assigned the same topic meet and compare notes. After 10 minutes they go back to their groups and share the information.</li> <li>● Tour of the kitchen/food lab and discuss safety hazards in each area. Allow students to give preventive tips that can be used for each area.</li> <li>● Discuss foodborne illnesses and food safety.</li> <li>● Homework: Each student will search on the internet about a recent case of foodborne illness reported. Student will complete a worksheet with details about the incident, such as what caused the foodborne illness, why did it happen, when did the incident take place, who got affected and what</li> </ul>

	<p>happened to the victim/patient (signs &amp; symptoms of foodborne illness) and how could the incident have been prevented (students own opinion/analysis on the topic). Students will share their search results with the class.</p> <ul style="list-style-type: none"> <li>● In class students will use chrome books to visit FDA &amp; USDA websites and read how these agencies regulate food industry. Also, list what items have been recalled in past 1-2 months because of risk of contamination. Then discuss it in class.</li> <li>● Complete crossword puzzle and participate in sensory world game.</li> <li>● Food lab: demonstrating personal hygiene, food &amp; kitchen safety guidelines.</li> </ul>
<i>Experiences</i>	With permission, tour the school cafeteria.
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="http://www.foodsafety.gov">http://www.foodsafety.gov</a></li> <li>● <a href="http://www.cdc.gov/foodborneburden">http://www.cdc.gov/foodborneburden</a></li> <li>● <a href="http://www.fda.gov/Safety/Recalls/default.htm">http://www.fda.gov/Safety/Recalls/default.htm</a></li> <li>● <a href="http://www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance">http://www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance</a></li> <li>● <a href="http://www.sensoryworld.org/kitchen_entry.html">http://www.sensoryworld.org/kitchen_entry.html</a></li> <li>● Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	2 week

*D- Indicates differentiation at the Lesson Level.*

## Diet & Nutrition

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 2 – Kitchen Basics		
<b>Common Core Anchor Standard</b>			
<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impact of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>This introductory course provides an opportunity to develop some basic knowledge about kitchen tools, equipment and basic food preparation skills. It lays a foundation to build on for sequential foods and culinary courses.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>● 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> <li>● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<p style="text-align: center;"><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Standards</b></p> <ul style="list-style-type: none"> <li>● <u>NJLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</li> <li>● WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>● RST.11-12.3: Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.</li> </ul>		
<b>Essential Question(s)</b>			

- What is a warranty?
- Why do we need to use various tools to get a task done?
- Why is it important to follow directions to accomplish any task?

### Enduring Understandings

- Differentiate between appliances & utensils.
- Differentiate between full & limited warranty.
- Explain the purpose of safety seals & energy guide labels.
- Identify commonly used kitchen tools and categorize them based on their functions, for example cutting tools, mixing tools etc.
- Demonstrate the proper use of each of these tools.
- Identify commonly used abbreviations in the recipes.
- Identify the 7 components of a recipe and explain the importance of each component.
- Demonstrate proper measuring techniques for liquids and dry ingredients and list the units of measurements.
- Adjust the yield of a recipe by applying the formula.
- Define commonly used cooking terms.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Evaluate safety seals, warranties, and energy labeling on appliances to help in making purchasing decisions.
- Identify and categorize tools based on their functions and demonstrate the proper and safe use.
- Explain the components of a recipe and apply a formula to adjust the yield of a recipe.
- Demonstrate proper measuring techniques.

### Assessments

- Pre and Formative: Do Now/Quiz/ Oral questions/Class participation/classwork
- Summative: Test
- Other assessment measures: Food Lab assessment (Rubric Scored)



**Teaching and Learning Actions**

**Instructional Strategies**

- *Direct Instruction*
- *Flexible grouping*
- *Graphic Organizer.*
- *Homework & Practice*
- *Hands on learning*
- *Word Wall*

**MTSS**

**Special Education Students:**

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty
- Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level
- Accommodating Instructional Strategies such as Reading Aloud, Graphic Organizers, Reading Study Guides, One-on-one Instruction, Class Website (Google classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica Launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition will read to the student in the language selected.
- Vocabulary Spelling City word banks.
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.

**Risk of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction.
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts.

**Gifted and Talented Students:**

- Modified instructional strategies, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also project based learning.

**Students with a 504:**

	Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.
<p><b>Activities</b></p> <p><i>Work in groups</i>  <i>Show videos &amp; demonstrate.</i>  <i>Use of crosswords for terms.</i>  <i>Provide English to Spanish &amp; English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> <li>● Provide examples of full and limited warranty and have students working in flexible groups identify the differences between the two types of warranties; then, determine which one would be a better choice. Share their choice with the class.</li> <li>● Discuss service contracts. Share any experiences of service contracts – open discussion.</li> <li>● Compare energy guide labels and let students assess which appliance would be more energy efficient and hence economical. Use energy.gov website to see how energy usage is calculated.</li> <li>● Read about safety seals and then discuss the purpose of it.</li> <li>● Show commonly used kitchen utensils. Ask students to categorize the tools based on their functions, such as cutting tools, mixing tools, measuring tools.</li> <li>● Make a list of kitchen utensils that they used at home. (Homework)</li> <li>● Write a recipe of their favorite food as an introductory activity. Then, after the lesson, rewrite the recipe including all the components of a recipe.</li> <li>● Demonstrate measuring techniques for liquid and dry ingredients.</li> <li>● Modify a recipe’s yield by applying the formula.</li> <li>● Identify the 7 components of a recipe and discuss the importance of each component.</li> <li>● Identify commonly used abbreviations in recipes.</li> <li>● Define the commonly used cooking, mixing, cutting terms.</li> <li>● Prepare a food product by following the directions in a provided recipe.</li> <li>● Administer authentic and summative assessments.</li> </ul>
<p><b>Experiences</b></p>	<p><b>Visit a kitchen tools &amp; appliance section of any department store and write a paragraph about a tool that you saw that you had not seen before, what it does and how does it make chefs job easier?</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="http://energy.gov/energysaver/articles/estimating-appliance-and-home-electronic-energy-use">http://energy.gov/energysaver/articles/estimating-appliance-and-home-electronic-energy-use</a></li> <li>● <a href="http://www.quia.com/hm/212752.html">http://www.quia.com/hm/212752.html</a></li> <li>● <a href="http://www.youtube.com/watch?v=0v-ulU_mi7o">http://www.youtube.com/watch?v=0v-ulU_mi7o</a></li> <li>● Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p><b>2 weeks</b></p>

*D- Indicates differentiation at the Lesson Level.*

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 3 – Importance of Food		
<b>Common Core Anchor Standard</b>			
<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP11: Use technology to enhance productivity.</p>			
<b>Overview/Rationale</b>			
<p>The role food plays in our lives is of a paramount value. We do need food to meet our physical needs and we associate certain foods with cultural and religious heritages. ‘Breaking bread together’ helps build bonds and meets the social, emotional and psychological needs as well. Since food plays such an integral role in our lives, what nutrients these foods provide us and how these nutrients impact our health is of equal or if not more important to our health and wellness.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>9.3.12.AG.1: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food &amp; Natural Resources Career Cluster.</li> <li>9.3.12.AG.-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> <li>9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<ul style="list-style-type: none"> <li>NJSLSA.2.1.12.B.1: Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</li> <li>NJSLSA2.1.12.B.3: Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</li> <li><u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</li> <li>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>Why do we eat? What is the role of food in our lives?</li> <li>How does food get from ‘farm to the table’?</li> </ul>			
<b>Enduring Understandings</b>			

- Explain the role of peers, media, family, income, food trends on our food consumption.
- Discuss influence of culture and religion on food preferences/restrictions.
- Describe the role of government and economics on the food supply.
- List the 6 main nutrients.
- Categorize vitamins into fat soluble and water soluble vitamins.
- Categorize minerals into macrominerals and microminerals (trace elements).
- Describe the major functions for each nutrient (including macro & micronutrients).
- Discuss diseases associated with deficiency or excess of certain vitamins & minerals.
- Explain the process of digestion & absorption.
- Explain DRI (Dietary Reference Intakes) and differentiate between RDA (Recommended Dietary Allowances) and AI (Adequate Intakes).
- List the Dietary Guidelines for Americans.
- List the 6 food groups and the foods that belong in each group.
- Explain how to use *MyPlate* as a guideline for portion control and healthy eating.
- Calculate personal nutrient intake using The Food Tracker on web MD website.
- Discuss shopping tips for fresh and processed food for healthy eating.
- Interpret the information on Nutrition Fact Label.
- Explain the varied nutritional needs throughout the life span.
- Calculate personal caloric needs.

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X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	T, A	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>● Analyze the factors that influence our food intake.</li> <li>● List the key nutrients, describe their functions and analyze the effects of various nutrient deficiencies and excesses.</li> <li>● Explain how to use Dietary Reference Intakes, the Dietary Guidelines for Americans and MyPlate guidance system as a meal planning source.</li> <li>● Describe the health and development concerns that affect the nutritional needs of people in different stages of life span.</li> </ul>			
Assessments			

- Pre and Formative Do Now/Quiz/ Oral Presentations/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

*Teaching and Learning Actions*

**Instructional Strategies**

- *Graphic Organizers*
- *Jigsaw*
- *Guest Speaker*
- *Close read*
- *Effective questioning*
- *Peer teaching*

*MTSS*

**Special Education Students:**

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**Risk of Failure Students:**

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- Academic Contracts.

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- Modified instructional strategies, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also project based learning.

**Students with a 504:**

	<p>here to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p><i>Activities</i>  <b>Use of crosswords for terms.</b>  <b>Graphic Organizers.</b>  <b>Extra time.</b>  <b>Provide English to Spanish &amp; English to Creole vocabulary sheet.</b></p>	<ul style="list-style-type: none"> <li>● <b>Play a food association activity.</b></li> <li>● <b>Assign each person in the group a factor (physical, cultural, social, psychological, food supply) that influences food supply. Then a person from each group with same focus factor will meet up and create an informational poster &amp; oral presentation to share it with the class.</b></li> <li>● <b>Review standards for quality enforced by USDA &amp; FDA on their websites.</b></li> <li>● <b>Provide a handout to about how scientists discovered vitamins.</b></li> <li>● <b>Categorize nutrients using graphic organizers. Write their functions and food sources and if any deficiency or toxicity is associated with the nutrient.</b></li> <li>● <b>Tic Tac Toe Game with questions about nutrients.</b></li> <li>● <b>Research and find a case study on any nutrient deficiency and share the case study with the class.</b></li> <li>● <b>Take Notes about Digestive System. Use a digestive system puzzle to show the track of food throughout gastrointestinal tract.</b></li> <li>● <b>Show Dietary Reference Intake and Adequate Intake table on the power point and students will write down all the DRIs for themselves and then compare with DRIs of the student of another gender in the group. Have discussion with the students about the differences in RDIs between genders and ages.</b></li> <li>● <b>Calculate personal nutrient intake using The Food Tracker on web MD website. Compare their intake with the DRIs.</b></li> <li>● <b>Discuss the portion sizes of different foods. Have students create a plate based on MyPlate guidelines.</b></li> <li>● <b>Discuss with students benefit of being healthy. Let students elaborate on what factors impact health. Let students answer ‘Do you have any control on your health’? Discuss the correlation of physical activity and food intake.</b></li> <li>● <b>Ask students to record their physical activity for an entire day. Next day calculate how much energy was used.</b></li> <li>● <b>Read the Dietary Guidelines for Americans.</b></li> <li>● <b>Provide students with nutrition fact labels with the list of ingredients. Then, they will complete a worksheet of how much sugar, sodium, fat, cholesterol, protein is in one serving. Review the ingredients and point out which of the ingredients may be the source of the nutrient.</b></li> <li>● <b>Students will compare nutrient content of one cup of fruit juice and one cup of fresh fruit using USDA Nutrient data bank website.</b></li> <li>● <b>Modify a recipe to make it low fat and prepare the food in class. (authentic assessment)</b></li> <li>● <b>Divide students into 6 group and assign each group an age group: Pregnancy, infancy, childhood, teen years, adulthood, and later years. Each group will read the section and create a presentation about the nutritional needs of the assigned age group.</b></li> <li>● <b>Administer summative test.</b></li> </ul>
<p><i>Experiences</i></p>	<p><b>Trip to hospital’s Foods &amp; Nutrition Department where the students will learn about the role of a Registered Dietitian.</b></p> <p><b>Guest Speaker: Registered Dietitian from Shop Rite.</b></p>
<p>Resources</p>	
<ul style="list-style-type: none"> <li>● <a href="http://ndb.nal.usda.gov/">http://ndb.nal.usda.gov/</a></li> <li>● <a href="http://www.eatright.org/">http://www.eatright.org/</a></li> <li>● <a href="http://diabetes.org/">http://diabetes.org/</a></li> </ul>	

- <http://www.cnpp.usda.gov/dietaryguidelines>
- <http://www.choosemyplate.gov/>
- <https://www.webmd.com/diet/healthtool-food-calorie-counter>
- **Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.**

Suggested Time Frame:

6 weeks

*D- Indicates differentiation at the Lesson Level.*

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd](http://njascd.org).