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| **Week**  **Of**  **8 10/ 12/1 - 12/8** | **Mr. Thomas Jennings Junior High Lesson Plan Template** | | | | | | |
| **Subject: Nutrition, digestive system and eating disorders.** | | | | **Grade Level:** | **Instructor(s):** | | |
|  | | **Mon.,Tues., Wed.** | **Thur.** | **Fri., Mon.** | **Tues., Wed.** | **Thurs, Fri.** | |
| Key Concepts -Learning  What knowledge and skills will students acquire as a result of this unit? Students will be able to explain …Key terms-protein, fat, calorie, carbohydrate, cholesterolTypes of foods in each food group and their nutritional valuesThe USDA Food Pyramid guidelines Label reading Variables influencing nutritional needsSpecific health problems caused by poor nutritionFunctions of the digestive system Two types of disorders | | Students will be able to describe and explain digestive system  Objectives: Students will read and calculate the information on a food label. | **Objectives: Students will be able to compare and contrast The digestive system against the excretory system** | Students will be able to explain and describe the 6 essential nutrients. | Objectives: Students will be able to describe the six color bands on MyPyramid and what each represents.  Materials  Food Smarts: My  Pyramid for kids  Supermarket advertisements (There should be enough for each student to find foods from each group.)  Plain paper (“8 1/2 x 11” or larger) , Scissors, Glue or glue sticks , Copies of the charts found at various sites.  Procedures  1.After watching the first segment of the video, open a class discussion on eating habits. What are their favorite foods? Which groups does certain food belong in? Which foods do they like the least? Why?  2.Divide students into five groups and assign each a food group. Distribute the supermarket circulars to each group.  3.Have students go through the circulars and cut out the food items that belong to their group. (It’s fine to have several copies of type of food e. g. , cheese, these will be needed later.) Have the groups discuss the and answer the following questions :  4.What are the health benefits of eating from this food group?  What foods belong in the wide part of this food group’s color band? (Foods that should be eaten more often.)  What foods belong in the narrow part of the band? (Foods that should be eaten less often.)  1.Using the MyPyramid charts, have each student determine how many calories per day he or she should have and how much of this food should be eateneach day.  2.Have each student select four or five of the cut out food items that they think belong in the wide part of the band.  3.Form new groups made up of one student from each of the original groups. (Each group should have one member with cutouts of grain, vegetable, fruit milk , etc.)  4.Ask the students to work  together to form a nutritious meal plan using the food items they brought from their first group. They should include breakfast, lunch, and dinner as well as a snack. Give each group a large piece of paper on which they can glue their choices. They may draw rows and columns with labels like this:  8. When the meal plans are done each group report to the class on the choices they made. Did they pick different colors of fruits and vegetables? Did they remember to select whole grain? If they chose fried foods, ice cream, or other foods high in fat or sugar, refer to MyPyramid and ask which part of the color bane those foods would belong in.  **Assessment**  **Use the following three-point rubric to evaluate student’s work during this lesson.**  3 points: The student accurately described what each band on My Pyramid represents, correctly identified a number of foods with assigned food group and **determined whether each food was a nutritious choice, calculated his or her individual calorie needs, and created a balanced menu plan.**  **2 points: The student described what some color bands on MyPyramid represent, correctrly identified some foods within the assigned ans was able to point out a few of the more nutritious choices, calculated his or her individual calorie requirements , and created a somewhat balanced menu plan.**  Student did not describe what any of the color bands on MyPyramid represent, did not identify foods within the assigned food groups to determine which foods were the more nutritious choices, was unable to calculate his or her  individual calorie requirements, and did not make a balanced menu plan | Students will be able to compare and contrast Bulimia and Anorexia | |
| **Essential Questions**  What is healthful eating?  How does what I eat affect my health?  How does my decisions now affect my health in the future? | | What are the dangers of uninformed action? How does lack of knowledge affect abusive situations? | | | | | | . |
| **Common Core**  **Standards**  Knowledge: HP:2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).  Performance: 4.7 Identify and apply practices that preserve and enhance the safety and health of self and others. | | Reading , Predicting and Comprehending, Writing- cause and effect, Persuasive | | | | | |
| **DOK Level(s)** | | knowledge | application | synthesis | synthesis |  | |
| **Vocabulary**  Nutrition, health, wellness, balanced diet, food pyramid, nutrients, calories, carbohydrates, proteins, vitamins, fats, fiber, saturated fats, cholesterol, unsaturated fats, glucose, nutrient density, digestion, | | stomach, small intestine, liver, pancreas, excretory system, excretion, kidney, colon | stomach, small intestine, liver, pancreas, excretory system, excretion, kidney, colon | **Nutrition, health, wellness, balanced diet, food pyramid, nutrients, calories, carbohydrates, proteins, vitamins, fats, fiber, saturated fats, cholesterol, unsaturated fats, glucose, nutrient density, digestion,** |  | Anorexia, Bulimia, Eating disorder | |
| **Class Procedures/Lesson Design** | | **Do Now: (3-5 minutes)**  **(M) Explain how these body parts work together: mouth, esophagus, stomach, small intestine**  **(T) Why is it important to be able to read food labels?** | **Do Now:** (**3-5 minutes)**  What do you think that the word excrete mean? | **Do Now:** (**3-5 minutes)**  **Can you explain how eating meat and drinking milk help your body?** | **Do Now:** (**3-5 minutes)**  Do you think that the lunch menu follows the food guide pyramid? | **Do Now:** (**3-5 minutes)**  **What is a eating disorder?** | |
| **Whole Group Lesson including strategies**  **(12 – 15 minutes)**  **Anticipatory Set/Objective**  **Discuss Do Now, and state objectives for the day Objectives:** .  (M) Students will be able to explain the digestive process using their vocabulary words.  (T) Students will be able to read and calculate information on the food guide pyramid. | **Whole Group Lesson including strategies**  **(12 – 15 minutes)**  **Anticipatory Set/Objective,**  **Discuss Do Now and state objectives for the day**  Discuss excrete and what it means in terms of getting rid of waste.  State class objectives on comparing and contrasting digestive and excretory system. | **Whole Group Lesson including strategies**  **(12 – 15 minutes)**  **Anticipatory Set/Objective,**  **Discuss Do Now and state objectives for the day**  **Student objective: I will be able to explain and give an example of each nutrient.** | **Whole Group Lesson including strategies**  **(12 – 15 minutes)**  **Anticipatory Set/Objective,**  **Discuss Do Now and state objectives for the day**  Discuss  Materials  Food Smarts: MyPyramid for kids  Supermarket advertisements (There should be enough for each student to find foods from each group.)  Plain paper (“8 1/2 x 11” or larger) , Scissors, Glue or glue sticks , Copies of the charts found at various sites.  Procedures   1. After watching the first segment of the video, open a class discussion on eating habits. What are their favorite foods? Which groups does certain food belong in? Which foods do they like the least? Why? 2. Divide students into five groups and assign each a food group. Distribute the supermarket circulars to each group. 3. Have students go through the circulars and cut out the food items that belong to their group. (It’s fine to have several copies of type of food e. g. , cheese, these will be needed later.) Have the groups discuss the and answer the following questions :  * What are the health benefits of eating from this food group? * What foods belong in the wide part of this food group’s color band? (Foods that should be eaten more often.)   What foods belong in the narrow part of the band? (Foods that should be eaten less often.) | **Whole Group Lesson**  **Anticipatory Set/Objective, including strategies**  **(12 – 15 minutes)**  **Anticipatory Set/Objective,**  **Discuss Do Now and state objectives for the day**  **Discuss do now and state objective.**  **How can self esteem affect an eating disorder?** | |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**    ( Mon)  Pretest on Nutrition and digestive system  Check results and discuss what need to be known  Pass papers grades on digestive system and discuss Do Now  Pair and share-  With students will be given a vocabulary word with their group.  They will be given 20 seconds to all know the answer. We will play some music during that time to measure the amount of time . At the end 20 seconds, students will be asked to answer their vocabulary.  Check understanding  What does the gall bladder, esophagus and liver do?  What is the difference between the small intestine and the large intestine.?  Rubic  **Total understanding shown 50**  **Understand most of pats 40**  **Understand a fair amount of parts 35**  **Understands very little about parts 29**    (Tues)  Lesson : Did I eat that? How to read a food label  Time Needed one to two 40 - 50 minute class period  National Standards  Students will comprehend concepts related to health promotion and disease prevention to enhance health.  Students will demonstrate the ability to access valid information and products and services to enhance health.  Material and Preparation  Optional Duplicate any handout on how to read a food label, one per student.  Bring in thierty snack food items or assorted food labels from snacks sold in convenience stores and vending mashines (one for each student)  Duplicate a food label analysis worksheet (worksheet 4.2) for each student  Procedures  1. Distribute and review the handout on how to read food labels.  2. make sure students know how to do the following:  Identify the serving size and how many servings there are in the package.  Identify the total calories per serving.  ` Calculate the total calories per package  *Identify the total grams of fat.*  *Calculate the number of calories from fat.*  *Identify the total grams of saturated fat.*  *Identify the total grams of carbohydrates.*  *calculate the number of calories from carbohydrates.*  *Identify the total grams of simple carbohydrates.*  *Identify the total grams of complex carbohydrates.*  *Identify the total grams of protein*  *calculate the number of calories from protein*  *Identify the amount of sodium in the product*  *Identify the three main ingredients in this product.*  *3. Pass out a snack food food label to each student.*  *4. Have students complete the food label analysiss worksheet(worksheet 4.2)*  *5. Briefly review some answers with students to make sure students comprehend the concepts.*  *6. Next explain to students that they will be forming a line coe second line continuum should be based on the continuum in the front of the room based on the information on their food labels.*  *7.The first line continuum should be based on the total calories in their packaged food item (if the student was to eat the entire package.) The person with the least total calories should arrange themselves at the beginning of the line the person with the mots caloeires will be at the end of the line, and everyone will be some whrere in betwen.*  *8. The second line continuum should be based on the total grams of fat in their packaged food item. The person with the least total grams of fat will be at the beginning of the line, the person with the most total grams of fat will be at the end of the line, and everyone else will be somewhere in between.*  *9. The third line continuum should be on the total millligrams of sodium in their packaged food item. The person with the least sodium will be at the beginning of the line, the person with the most sodium will be at the end of the line, and everyone else will be somewhere in between.*  *10. THE FOURTH LINE CONTINUUM SHOULD BE BASED ON THE TOTAL GRAMS OF SIMPLE CARBS IN THEIR PACKAGED FOOD ITEM. tHE PERSON WITHT THE LEASE TOTAL GRAMS OF SIMPLE CARBSwill be at the beginning of the line, the person with the most total grams of simple carbs will be at the end of the line, the person with the most total grams of simple carbs will be at the end of the line, and everyone else will be somewhere in between.*  *11. Use the following process questions to lead a class discussion:*  *What did you learn about your snack?*  *Which snack's were the least healthy? Most healthy?*  *Does "Low Fat" or "Fat free" mean low in calories?*  *What were sone of the main ingredients?*  *Whatwould be a better choice for a snack?*  *Why are many of these foods called "empty calories" foods?*  *12.Conclude by pointing out that many of the snack foods students typically eat are high in calories and low in nutritional value. By learning how to read food labels, students will be able to select more nutritious foods in the future*  *Rubric*  *5- Demonstrated total understanding of label counting*  *4. Understood most of label counting*  *3. Showed a fair understanding of label counting*  *2. Showed little understanding of label counting* | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**  Graphic organizer on excretory system discussed  Video clips shown of excretory system  Check for understanding  Explain the jobs of the excretory parts.  Compareand contrast digestive and excretory system. | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**  .  **Frioday**  **Lesson: Nutrients**  **Question: Why are nutrients important for your body?**  **I will be able to plan a balanced menu for a school day.**  **Agenda**  **Discuss the DO NOW about how these food groups give you (what is called) nutrients.**  Identify the six major categories of nutrients. Read and discuss relevant selections from the health textbook. Present and discuss the video "Nutrition and You".  Rubric  6 all nutrients correct  **5 Missed 1 nutrient**  **4 Missed 2 nutrients**  **3 Missed 3 nutrients**  **2 Missed 4 nutrients**  Review the lunch menu rubric so that students understand the criteria. Have them work with a partner to develop a three day long menu. Observe and coach as students work on their menu's. Allow students to self and peer-assess their project using the rubric.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Monday  Selected Response Item Template  Stimulus Material: Nutrients and reading labels  Local Learner Objective(s): Students will be able to read food labels and explain the purpose of RDA  Jennings Grade Level Expectation(s): R1E8  Show-Me Standards Addressed: Knowledge (Content): HP2  Performance (Process): 4.7  Item: Bread and cereal is at the bottom of the food guide pyramid. It says that you need 6 servings of this group daily. Can you name six foods that are in the bread and cereal group?  1. Rolls  2. Bagels  3. Rice  4. Cornflakes  5. Pancakes  6. Pasta  7. | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**  11.Using the MyPyramid charts, have each student determine how many calories per day he or she should have and how much of this food should be eateneach day.  12.Have each student select four or five of the cut out food items that they think belong in the wide part of the band.  13.Form new groups made up of one student from each of the original groups. (Each group should have one member with cutouts of grain, vegetable, fruit milk , etc.)  14.Ask the students to work together to form a nutritious meal plan using the food items they brought from their first group. They should include breakfast, lunch, and dinner as well as a snack. Give each group a large piece of paper on which they can glue their choices. They may draw rows and columns with labels like this:  15 When the meal plans are done each group report to the class on the choices they made. Did they pick different colors of fruits and vegetables? Did they remember to select whole grain? If they chose fried foods, ice cream, or other foods high in fat or sugar, refer to MyPyramid and ask which part of the color bane those foods would belong in. | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**  **Usage of graphic organizers to show the differences between anorexia and bulimia.**  **Students will view video on eating disorders to develop more background knowledge.**  What evidence will shows that students understand?  Performance Event (See template form on next page)  Planning a healthy menu for a week  GRASP  GOAL- This performance event requires the student to demonstrate an understanding of how to use the food pyramid and dietary guidelines to plan a week long menu for a group of school students that is both nutritious and appealing.  ROLE- You (the student) have been hired as a nutritionist/dietician for the local school district. You are to plan a five day (week) lunch for teenagers that is appealing , nutritional and offers a variety of foods. Use the food pyramid and dietary guidelines for Americans as a reference to help create your weekly menu  AUDIENCE- The audience will be the students at the school (our middle school).  STANDARD-  Knowledge: HP:2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).  Performance: 4.7 Identify and apply practices that preserve and enhance the safety and health of self and others.  SCORING GUIDE  HP 2: DEMONSTRATE UNDERSTANDING AND USE OF FOOD GUIDE PYRAMID AND DIETARY GUIDELINE FOR AMERICANS.  (4) DEMONSTRATED CLEAR AND ACCURATE UNDERSTANDING OF THE FOOD GUIDE PYRAMID AND GUIDELINES.  (3) DEMONSTRATED AN ADEQUATE UNDERSTANDING OF THE FOOD PYRAMID AND GUIDELINES.  (2) DEMONSTRATED A LIMITED UNDERSTANDING OF THE FOOD PYRAMID AND GUIDELINES.  (1) DEMONSTRATED LITTLE KNOWLEDGE/ OR SEVERE MISCONCEPTIONS OF THE FOOD PYRAMID AND GUIDELINES.  4.7: DEMONSTRATED THE ABILITY TO CREATE A NUTRITIONAL AND APPEALING MENU.  (4) THE FOOD SELECTED SUPPLY ALL THE REQUIRED NUTRIENTS. FOODS ARE APPEALING AND VARIED IN THE WAY THEY ARE PRESENTED. FOOD MET THE DIETARY GUIDELINES.  (3) THE FOODS SELECTED ARE NUTRITIONAL, BUT MAY LACK VARIETY AND APPEAL. THE FOODS MEET THE DIETARY GUIDELINES.  (2) THE FOODS SELECTED LACK SOME OF REQUIRED NUTRIENTS, VIOLATE AT LEAST ONE OF THE DIETARY GUIDELINES, AND MAY LACK VARIETY AND APPEAL.  (1) THE FOODS SELECTED LACK SEVERAL NUTRIENTS, AND MAY LACK VARIETY, AND APPEAL. THEY VIOLATE DIETARY GUIDELINES. LITTLE/OR NO KNOWLEDGE WAS DEMONSTRATED.  PRODUCT-  A WEEK LONG MENU FOR A GROUP OF SCHOOL STUDENTS THAT IS BOTH NUTRITIOUS AND APPEALING.  Students will write a 2 paragraph essay on the importance of good nutrition  Other Evidence:  (quizzes, tests, prompts, observations, dialogues, work samples, OECRs). See Open Ended Constructed Response template.  Students will have to write an essay on "The body needs good nutrition because....." (Students will write a 2 paragraph essay on the importance of good nutrition. he first paragraph will be an opinion or thought about why nutrition is imporant to you. The second paragraph will provide facts to back up your opinion concerning nutrition. The last paragraph will discuss the bad things that can happen if a person does not have good nutrition (anorexia, bulimia, malnutrition, bone loss, loss of energy, muscle loss) | |
| **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)**  (M)Finish packet on Digestive system from previous week  (T) Partner and share on working on  Label counting.  Peer Assess other groups | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**  Students will start on packet on excretory system . | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**  Planning a school menu that is balanced with nutrients and using the food guide pyramid. | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes** | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**  **Group work on eating disorders.**  **Students will take a summative post test on nutrition and digestive sytem.** | |
| **SSD Modifications (if applicable):** | | Students will be also assessed by knowledge of vocabulary words.  Oral check for those | **Exit slip**  **Explain 2 parts of the excretory system** | **Exit slip** | **Exit slip** | **Exit slip**  **Describe bulimia and anorexia**  **Performance event for school menu** | |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforcers (20 Minutes)** | | Reading, Counting, |  |  |  |  | |
| **Daily Formative Assessment**  **(5-10 Minutes)** | | Oral check  Exit slip |  |  |  |  | |
| **Summative Assessment** | | Written test and performance events to culminate the end of a lesson | | | | | |
| **Materials and Resources** | | Smartboard, textbooks, pamphlets | | | | | |
| **Unit Planner and Special Notes** | | **We will revisit this lesson in the following week because this week is working on procedure and rules. Brief Summary of Unit:**  **In this introductory unit of the health education course, students will learn about human nutritional needs, the food groups, the nutritional benefits of various foods, the USDA Food Pyramid guidelines, and health problems associated with poor nutrition. They will design an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living, work in cooperative groups to analyze a hypothetical family's diet and recommend ways toimprove their nutritional value, and conduct research on health problems resulting from poor eating habits.**  **In the culminating performance task, students develop and present a proposed menu for an upcoming three-day outdoor education program. Their menu for meals and snacks should meet the USDA Food Pyramid recommendations. The unit concludes with students evaluating their personal eating habits and the extent to which they eat healthy.**  **Explains the major organs of the digestive systems and explains how those systems function. Explains how the parts of the skeletal and muscular system work to facilitate movement; it also discusses practices that help maintain the health of this system.** | | | | |