

Unit 1: Food Habits: A Lifestyle Choice

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **16 Days**
Status: **Published**

Standards

Standards

HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
LA.RST.9-10.4	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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the physical, mental, and social aspects of wellness
- Identify factors that contribute to disease
- Explain how lifestyle choices you make will affect your health
- Identify the relationship between nutrition and health
- Explain how culture influences food choices
- Explain how family and friends influence food choices
- Identify the effect of emotions on the way people eat
- Explain how agricultural resources, technology, economic factors, and politics affect the ability of food
- Identify the six basic nutrient groups
- Identify the function of the major parts of the digestive system
- Explain the process of absorption and metabolism
- Identify factors affecting digestion and absorption
- Identify common digestive disorders
- Identify the recommended daily serving needed daily
- Explain the advice offered in the Dietary Guidelines for Americans
- Identify how to evaluate a food's nutrient density

- Collect and analyze data about your current eating patterns

Concepts

Essential Questions

- What are the physical, mental, and social aspects of wellness?
- What are the factors that contribute to disease?
- How do lifestyle choices affect your health?
- What is the relationship between nutrition and health?
- How does culture influence food choices?
- How do family and friends influence food choices?
- What is the effect of emotions on the way people eat?
- How do agricultural resources, technology, economic factors, and politics affect the availability of food?
- What are the six basic nutrient groups?
- What is the function of the major parts of the digestive system?
- What is the process of absorption and metabolism?
- What are some factors affecting digestion and absorption?
- What are some common digestive disorders?
- What are the recommended daily servings needed daily?
- What advice do the Dietary Guidelines for Americans offer?
- How do we evaluate a food's nutrient density?
- How can we analyze data about your current eating patterns?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The physical, mental, and social aspects of wellness
- Factors that contribute to disease
- How lifestyle choices you make will affect your health
- The relationship between nutrition and health
- How culture influences food choices
- How family and friends influence food choices
- The effect of emotions on the way people eat
- How agricultural resources, technology, economic factors, and politics affect the ability of food
- The six basic nutrient groups
- The function of the major parts of the digestive system
- The process of absorption and metabolism
- Factors affecting digestion and absorption
- Common digestive disorders
- The recommended daily serving needed daily
- The advice offered in the Dietary Guidelines for Americans
- How to evaluate a food's nutrient density
- How to collect and analyze data about your current eating patterns

Skills

Students will be able to:

- Explain the physical, mental, and social aspects of wellness
- List factors that contribute to disease
- Predict how lifestyle choices you make will affect your health
- Describe the relationship between nutrition and health
- Explain how culture influences food choices
- Describe how family and friends influence food choices
- Analyze the effect of emotions on the way people eat
- Relate how agricultural resources, technology, economic factors, and politics affect the ability of food
- Identify the six basic nutrient groups
- Distinguish the function of the major parts of the digestive system
- Describe the process of absorption and metabolism
- Explain factors affecting digestion and absorption
- Name common digestive disorders
- Identify the recommended daily serving needed daily
- Summarize the advice offered in the Dietary Guidelines for Americans
- Describe how to evaluate a food's nutrient density
- Collect and analyze data about your current eating patterns

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

My Fitness Pal Project

Primary Resources

Nutrition, Food, and Fitness textbook by Dorothy F. West

Supplementary Resources

Nutrition, Food, and Fitness workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

CDC Website on Digestive Disorders <https://www.cdc.gov/nchs/fastats/digestive-diseases.htm>

ChooseMyPlate.gov/New Jersey <https://www.choosemyplate.gov/new-jersey>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

MyFitnessPal <https://www.myfitnesspal.com/>

Utah Education Network <https://www.uen.org/>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Art/Design

- Menu design

English/Language Arts

- Grammar
- Reading
- Writing

Nutrition

- Nutrition and Wellness
- Absorption of nutrients
- Choose My Plate (New Food Pyramid)

Science

- Food Science
- Chemistry of Nutrition

Social/Cultural Aspects

- Mental Health
- Social Health
- Heredity
- Healthful eating in the US
- Food as a reflection of culture
- Eating Habits
- Emotions

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: What is Wellness

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - Lifestyle Choices for Wellness
- Review/Debrief

Day 2: Factors That Affect Wellness

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Words in Wellness
- Review/Debrief

Day 3: Nutrition and Wellness

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Evaluating Health and Nutrition Information
- Review/Debrief

Day 4: Food as Reflection of Culture

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Choices in Context
- Review/Debrief

Day 5: Social and Emotional Influences of Food

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -Food Choice Connection
- Review/Debrief

Day 6: Nutrition Knowledge Affects Food Choices

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Food Supply
- Review/Debrief

Day 7: Food, Nutrients, and Energy

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Food Breakdown
- Review/Debrief

Day 8: The Process of Digestion

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - DIary of a Cheeseburger
- Review/Debrief

Day 9: Factors Affecting Digestion and Absorption

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - What Could Be Wrong?
- Review/Debrief

Day 10: Digestive Disorders

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Digestive Disorders
- Review/Debrief

Day 11: Tools for Planning a Healthful Diet

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Tools for Healthful Eating
- Review/Debrief

Day 12: Tools for Planning a Healthful Diet (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -
- Review/Debrief

Day 13: Tools for Planning a Healthful Diet (cont)

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -
- Review/Debrief

Day 14: Using Food Recommendations and Guidelines

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Snack Inspection
- Review/Debrief

Day 15: Using Food Recommendations and Guidelines (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -
- Review/Debrief

Day 16: Review and Assess

- Unit Review

Unit 2: The Health Effects of Energy Nutrients

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **10 Days**
Status: **Published**

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FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the three types of carbohydrates
- Identify the function of carbohydrates
- Explain how the body uses carbohydrates
- Explain how food labels help meet your carbohydrate needs
- Identify the role of carbohydrates in a variety of health issues
- Identify the characteristic differences between saturated and unsaturated fatty acids
- Identify the functions of lipids in the body
- Explain how the body digests, absorbs, and transports lipids
- Identify the role fats play in heart health
- Identify heart health risk factors
- Identify food choices that follow recommended limits in dietary fats and cholesterol
- Explain the difference between essential and non essential amino acids
- Identify the functions of protein
- Identify animal and plant sources of protein
- Explain how to calculate daily protein needs
- Identify problems associated with protein deficiencies and excesses

Concepts

Essential Questions

- What are the three types of carbohydrates?
- What are the function of carbohydrates?
- How do the body uses carbohydrates?
- How can we use food labels to meet carbohydrate needs?
- What is the role of carbohydrates in a variety of health issues?
- What are the characteristic differences between saturated and unsaturated fatty acids?
- What is the functions of lipids in the body?
- How does the body digest, absorb, and transport lipids?
- What is the role fats play in heart health?
- What are heart health risk factors?
- How can we make food choices that follow recommended limits in dietary fats and cholesterol?
- What is the difference between essential and non essential amino acids?
- What are] the functions of protein?
- What are some animal and plant sources of protein?
- How do we calculate daily protein needs?
- What problems are associated with protein deficiencies and excesses?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The three types of carbohydrates
- The function of carbohydrates
- How the body uses carbohydrates
- How to use food labels to meet your carbohydrate needs
- The role of carbohydrates in a variety of health issues
- The characteristic differences between saturated and unsaturated fatty acids
- The functions of lipids in the body

- How the body digests, absorbs, and transports lipids
- The role fats play in heart health
- Heart health risk factors
- Food choices that follow recommended limits in dietary fats and cholesterol
- The difference between essential and non essential amino acids
- The functions of protein
- Animal and plant sources of protein
- Daily protein needs
- Problems associated with protein deficiencies and excesses

Skills

Students will be able to:

- Describe the three types of carbohydrates
- List the function of carbohydrates
- Explain how the body uses carbohydrates
- Use food labels to meet your carbohydrate needs
- Evaluate the role of carbohydrates in a variety of health issues
- Describe the characteristic differences between saturated and unsaturated fatty acids
- List the functions of lipids in the body
- Summarize how the body digests, absorbs, and transports lipids
- Explain the role fats play in heart health
- Identify heart health risk factors
- Make food choices that follow recommended limits in dietary fats and cholesterol
- Explain the difference between essential and non essential amino acids
- Discuss the functions of protein
- Identify animal and plant sources of protein
- Calculate daily protein needs
- Describe problems associated with protein deficiencies and excesses

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

My Fitness Pal Project

Primary Resources

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Supplementary Resources

Nutrition, Food, and Fitness workbook

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CDC Website on Nutrition <https://www.cdc.gov/nutrition/>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

Utah Education Network <https://www.uen.org/>

Technology Integration and Differentiated Instruction

Technology Integration

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

English/Language Arts

- Grammar
- Reading
- Writing

Nutrition

- Carbs
- Fats
- Proteins

Social/Cultural Aspects

- Heart Risks

- Vegetarian
- Veganism

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Functions of Carbs

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Carbs in Action
- Review/Debrief

Day 2: How Your Body Uses Carbs

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Using Carbs
- Review/Debrief

Day 3: Meeting Your Carb Needs

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Fuel For The Body
- Review/Debrief

Day 4: Functions of Lipids

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Facing Fats
- Review/Debrief

Day 5: Functions of Fats

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - What's My Job?
- Review/Debrief

Day 6: How Your Body Uses Fats and Lipids

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Recognizing Risks
- Review/Debrief

Day 7: Limiting Fats in the Diet

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -Heart of the Matter
- Review/Debrief

Day 8: Functions of Protein

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Building Blocks of Protein
- Review/Debrief

Day 9: How Your Body Uses Protein

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Protein Balance
- Review/Debrief

Day 10: Review and Assess

- Unit Review
- Debrief

Unit 3: The Work of Noncaloric Nutrients

Content Area: **Applied Tech**
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Time Period: **Marking Period 1**
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TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the major role of vitamins in the diet
- Classify vitamins as fat-soluble or water-soluble
- Identify Functions and Sources of specific vitamins
- Identify symptoms of various vitamin deficiencies and excesses
- Explain considerations of using vitamin supplements
- Identify the major roles of minerals in the diet
- Identify functions of specific micro-minerals and macro-minerals
- Explain symptoms of various mineral deficiencies and excesses
- Identify functions of water in the body
- Identify sources of the body's water supply
- Explain effects of water loss on the body
- Determine whether your water intake is adequate

Concepts

Essential Questions

- What is the major role of vitamins in the diet?
- How do we classify vitamins as fat-soluble or water-soluble?
- What are the functions and sources of specific vitamins?
- What are the symptoms of various vitamin deficiencies and excesses?
- What are the considerations of using vitamin supplements?
- What are the major roles of minerals in the diet?
- What are functions of specific micro-minerals and macro-minerals?
- What are symptoms of various mineral deficiencies and excesses?
- What are the functions of water in the body?
- What are sources of the body's water supply?
- What are the effects of water loss on the body?
- How do we determine whether your water intake is adequate?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The major role of vitamins in the diet
- How to classify vitamins as fat-soluble or water-soluble
- The functions and sources of specific vitamins
- Symptoms of various vitamin deficiencies and excesses
- The considerations of using vitamin supplements
- The major roles of minerals in the diet
- Functions of specific micro-minerals and macro-minerals
- Symptoms of various mineral deficiencies and excesses
- Functions of water in the body
- Sources of the body's water supply
- The effects of water loss on the body
- Whether your water intake is adequate

Skills

Students will be able to:

- State the major role of vitamins in the diet
- Classify vitamins as fat-soluble or water-soluble
- Identify functions and sources of specific vitamins
- Describe symptoms of various vitamin deficiencies and excesses
- Discuss considerations of using vitamin supplements
- List the major roles of minerals in the diet
- Identify functions of specific micro-minerals and macro-minerals
- Describe symptoms of various mineral deficiencies and excesses
- Identify functions of water in the body
- List sources of the body's water supply
- Describe effects of water loss on the body
- Determine whether your water intake is adequate

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

Primary Resources

Nutrition, Food, and Fitness textbook by Dorothy F. West

Supplementary Resources

Nutrition, Food, and Fitness workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

National Institute of Mental Health <https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>

Utah Education Network <https://www.uen.org/>

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

English/Language Arts

- Grammar
- Reading
- Writing

Health/Fitness

- Vitamin deficiencies and excesses
- Mineral deficiencies and excesses
- Factors that effect water loss
- Effects of water loss

Nutrition

- Storing foods for vitamin retention
- Vitamins
- Preparing foods to preserve vitamins
- How minerals are classified
- Functions of water

Science

- Food Science
- Water facilitating chemical reactions

STEM

- Thinking and reasoning

- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: What are Vitamins?

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Vitamin Analogy
- Review/Debrief

Day 2: Fat and Water Soluble Vitamins at Work

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Vitamin Sources and Functions
- Review/Debrief

Day 3: Non-vitamins and other Non-nutrients

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Cause and Effect
- Review/Debrief

Day 4: Vitamins in Food

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Foods vs Supplements
- Review/Debrief

Day 5: How Minerals are Calculated

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Mineral Match
- Review/Debrief

Day 6: Macro minerals at Work

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Go to the Source
- Review/Debrief

Day 7: Micro minerals at Work

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -Mineral Mysteries
- Review/Debrief

Day 8: Minerals and Healthful Food Choices

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Minerals, More or Less
- Review/Debrief

Day 9: Minerals and Healthful Food Choices (cont.)

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -
- Review/Debrief

Day 10: The Vital Functions of Water

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Water Crossword
- Review/Debrief

Day 11: The Vital Functions of Water (cont.)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Drinking Water - The Undiluted Truth
- Review/Debrief

Day 12: The Vital Functions of Water (cont.)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Examining Your Water Needs
- Review/Debrief

Day 13: Keeping Fluids in Balance

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Water Under the Bridge
- Review/Debrief

Day 14: Keeping Fluids in Balance (cont.)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity
- Review/Debrief

Day 15: Review and Assess

- Unit Review

Unit 4: Nutrition Management: A Lifelong Activity

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **11 Days**
Status: **Published**

Standards

Standards

HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
HE.9-12.2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
LA.RST.9-10.4	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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
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Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the stages of the life cycle
- Explain factors that affect nutritional needs at each stage of the life cycle
- Identify nutritional problems in each stage of the life cycle
- Explain how the amount of energy in food is measured
- Identify the outcomes of energy deficiency and energy excess
- Identify various tools to determine healthy weight
- Identify health risks of obesity and underweight
- Identify factors that influence a person's weight status
- Explain how to get your daily calorie needs and your daily calorie intake
- Explain why some rapid weight loss plans are dangerous and ineffective
- Explain guideline for safe loss of body fat
- Identify tips for safe weight gain
- Identify characteristics and health risks associated with common eating disorders
- Identify possible causes of eating disorders
- Identify sources of help for people with eating disorders

Concepts

Essential Questions

- What are the stages of the life cycle?
- What factors affect nutritional needs at each stage of the life cycle?
- What are some nutritional problems in each stage of the life cycle?
- How do you measure the amount of energy in food?
- What are the outcomes of energy deficiency and energy excess?
- What are the various tools to determine healthy weight?
- What are some health risks of obesity and underweight?
- What are some factors that influence a person's weight status?
- How do you estimate your daily calorie needs and your daily calorie intake?
- Why are some rapid weight loss plans dangerous and ineffective?
- What are the guidelines for safe loss of body fat?
- What are some tips for safe weight gain?
- What are the characteristics and health risks associated with common eating disorders?
- What are some possible causes of eating disorders?
- What are the sources of help for people with eating disorders?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The stages of the life cycle
- Factors that affect nutritional needs at each stage of the life cycle
- Nutritional problems in each stage of the life cycle
- How the amount of energy in food is measured
- The outcomes of energy deficiency and energy excess
- Various tools to determine healthy weight

- The health risks of obesity and underweight
- Factors that influence a person's weight status
- How to estimate your daily calorie needs and your daily calorie intake
- Why some rapid weight loss plans are dangerous and ineffective
- Guideline for safe loss of body fat
- Tips for safe weight gain
- Characteristics and health risks associated with common eating disorders
- How to analyze possible causes of eating disorders
- Sources of help for people with eating disorders

Skills

Students will be able to:

- List the stages of the life cycle
- Describe factors that affect nutritional needs at each stage of the life cycle
- Discuss nutritional problems in each stage of the life cycle
- Describe how the amount of energy in food is measured
- Identify the outcomes of energy deficiency and energy excess
- Use various tools to determine healthy weight
- Describe health risks of obesity and underweight
- Recognize factors that influence a person's weight status
- Estimate your daily calorie needs and your daily calorie intake
- State why some rapid weight loss plans are dangerous and ineffective
- Explain guideline for safe loss of body fat
- List tips for safe weight gain
- Identify characteristics and health risks associated with common eating disorders
- Analyze possible causes of eating disorders
- Describe sources of help for people with eating disorders

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

Primary Resources

Nutrition, Food, and Fitness textbook by Dorothy F. West

Supplementary Resources

Nutrition, Food, and Fitness workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

CDC Nutrition Management <https://www.cdc.gov/nutrition/index.html>

ChooseMyPlate.gov/New Jersey <https://www.choosemyplate.gov/new-jersey>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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● One to One Student's laptop

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- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

English/Language Arts

- Grammar
- Reading
- Writing

Health/Fitness

- Pregnancy
- Metabolism
- Obesity
- Eating disorders

Nutrition

- Changing nutritional needs

Science

- Measuring the amount of energy in food

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Changing Nutritional Needs

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - The Life Cycle
- Review/Debrief

Day 2: Pregnancy, Infants, and Toddlers

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Nutrition During Pregnancy
- Review/Debrief

Day 3: Childhood and Adolescence

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - A Ticket to Teen Nutrition
- Review/Debrief

Day 4: Adulthood

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Advice for Adults

- Review/Debrief

Day 5: Energy Input and Output

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - In Balance
- Review/Debrief

Day 6: Energy Balance

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Calorie Calculations
- Review/Debrief

Day 7: Healthy People Need a Healthy Weight

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Health Hangs in the Balance
- Review/Debrief

Day 8: Factors Affecting Weight Status

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -Evaluate Your Weight
- Review/Debrief

Day 9: Characteristics of Eating Disorders

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Read the Warning Signs
- Review/Debrief

Day 10: Probable Causes of Eating Disorders

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Help for Eating Disorders
- Review/Debrief

Day 11: Review and Assess

- Unit Review

Unit 5: Other Aspects of Wellness

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **7 Days**
Status: **Published**

Standards

Standards

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
HE.9-12.2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
HE.9-12.2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
LA.RST.9-10.4	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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the order in which a person will typically strive to meet specific human needs
- Identify characteristics of a socially healthy person
- Describe techniques for promoting positive social health
- Explain how self-concept and personality are related to mental health

- Identify strategies for promoting positive mental health
- Determine a self-management plan to make a positive life change
- Identify potential sources of stress in your life
- Explain the effects of stress on physical and mental health
- Explain how recognizing signs of stress using support system, relaxing, and using positive self-talk can help you manage stress
- Identify strategies to prevent stress

Concepts

Essential Questions

- What is the order in which a person will typically strive to meet specific human needs?
- What are the characteristics of a socially healthy person?
- What are some techniques for promoting positive social health?
- How is self-concept and personality related to mental health?
- What are some strategies for promoting positive mental health?
- What kind of self-management plan can make a positive life change?
- What are some potential sources of stress in your life?
- What are the effects of stress on physical and mental health?
- How do we recognize signs of stress?
- What are some strategies to prevent stress?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The order in which a person will typically strive to meet specific human needs
- Characteristics of a socially healthy person
- Techniques for promoting positive social health

- How self-concept and personality are related to mental health
- Strategies for promoting positive mental health
- A self-management plan to make a positive life change
- Potential sources of stress in your life
- The effects of stress on physical and mental health
- How recognizing signs of stress using support system, relaxing, and using positive self-talk can help you manage stress
- Strategies to prevent stress

Skills

Students will be able to:

- Determine the order in which a person will typically strive to meet specific human needs
- List characteristics of a socially healthy person
- Explain techniques for promoting positive social health
- Summarize how self-concept and personality are related to mental health
- Identify strategies for promoting positive mental health
- Propose a self-management plan to make a positive life change
- Recognize potential sources of stress in your life
- Describe the effects of stress on physical and mental health
- Explain how recognizing signs of stress using support system, relaxing, and using positive self-talk can help you manage stress
- Use strategies to prevent stress

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

Primary Resources

Nutrition, Food, and Fitness textbook by Dorothy F. West

Supplementary Resources

Nutrition, Food, and Fitness workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

CDC Nutrition Management <https://www.cdc.gov/nutrition/index.html>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

National Institute of Mental Health <https://www.nimh.nih.gov/index.shtml>

Utah Education Network <https://www.uen.org/>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

English/Language Arts

- Grammar
- Reading
- Writing

Health/Fitness

- Body's response to stress
- Effects of stress on health

Nutrition

- Eating a nutritious diet

Science

- Measuring the amount of energy in food

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Basic Human Needs

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Applying Maslow's Hierarchy
- Review/Debrief

Day 2: Promoting Positive Social Health

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Communication Snapshot
- Review/Debrief

Day 3: What is Mental Health

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Dear Pacemaker
- Review/Debrief

Day 4: Promoting Positive Mental Health

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Countdown to Mental Health
- Review/Debrief

Day 5: The Effects of Stress on Life

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - Good Stress/Bad Stress
- Review/Debrief

Day 6: Managing and Preventing Stress

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Straight Talk on Stress
- Review/Debrief

Day 7: Review and Assess

- Unit Review

Unit 6: Making Informed Choices

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **17 Days**
Status: **Published**

Standards

Standards

HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
LA.RST.9-10.4	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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify menus that include a variety of food flavors, colors, textures, shapes, sizes, and temperatures
- Identify nutritious meals for the family using current guideline
- Explain techniques for controlling food spending to stay within the family food budget
- Identify methods for saving time when preparing food
- Explain the different stores that sell food
- Identify how advertising, food processing, organic foods, and prices can affect consumer choices
- Identify the information on food labels to make healthful food choices
- Identify food preferences that indicate trends

- Explain the pros and cons of nonnutrient supplements
- Explain what bioengineering is and its affect food and nutrition
- Explain the potential of functional foods
- Identify techniques that will keep food safe
- Identify terms related to global hunger
- Identify the major causes of hunger
- Identify common misconceptions about global hunger
- Explain how the nation's hunger problem can be solved
- Identify the primary organizations working to combat hunger
- Identify several ways individuals can help fight hunger

Concepts

Essential Questions

- How can you plan menus that include a variety of food flavors, colors, textures, shapes, sizes, and temperatures?
- How can you plan a nutritious meal for the family using current guideline?
- What are some techniques for controlling food spending to stay within the family food budget?
- What are some methods for saving time when preparing food?
- What are the different stores that sell food?
- How does advertising, food processing, organic foods, and prices affect consumer choices?
- How can you use information on food labels to make healthful food choices?
- What are the food preferences that indicate trends?
- What are the pros and cons of nonnutrient supplements?
- What is bioengineering and how can it affect food and nutrition?
- What are the potential of functional foods?
- What are the techniques that will keep food safe?
- What are some terms related to global hunger?
- What are the major causes of hunger?
- What are some common misconceptions about global hunger?
- How can the nation's hunger problem be solved?
- What are the primary organizations working to combat hunger?
- What are some ways individuals can help fight hunger?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- How to plan menus that include a variety of food flavors, colors, textures, shapes, sizes, and temperatures
- How to plan a nutritious meal for the family using current guideline
- Techniques for controlling food spending to stay within the family food budget
- Methods for saving time when preparing food
- The different stores that sell food
- How advertising, food processing, organic foods, and prices can affect consumer choices
- How to use information on food labels to make healthful food choices
- Food preferences that indicate trends
- The pros and cons of nonnutrient supplements
- That bioengineering may affect food and nutrition
- The potential of functional foods
- Techniques that will keep food safe
- Terms related to global hunger
- The major causes of hunger
- Common misconceptions about global hunger
- How the nation's hunger problem can be solved
- The primary organizations working to combat hunger
- Several ways individuals can help fight hunger

Skills

Students will be able to:

- Plan menus that include a variety of food flavors, colors, textures, shapes, sizes, and temperatures
- Plan a nutritious meal for the family using current guideline
- Describe techniques for controlling food spending to stay within the family food budget
- Identify methods for saving time when preparing food
- Describe the different stores that sell food
- Explain how advertising, food processing, organic foods, and prices can affect consumer choices
- Use information on food labels to make healthful food choices
- Identify food preferences that indicate trends
- Outline the pros and cons of nonnutrient supplements
- List that bioengineering may affect food and nutrition
- Explain the potential of functional foods
- Describe techniques that will keep food safe
- Define terms related to global hunger

- Explain the major causes of hunger
- Refute common misconceptions about global hunger
- Describe how the nation's hunger problem can be solved
- Identify the primary organizations working to combat hunger
- Propose several ways individuals can help fight hunger

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit Quiz

My Fitness Pal Project

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ChooseMyPlate.gov/New Jersey <https://www.choosemyplate.gov/new-jersey>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

MyFitnessPal <https://www.myfitnesspal.com/>

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Technology Integration and Differentiated Instruction

Technology Integration

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modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Art/Design

- Menu design

English/Language Arts

- Grammar
- Reading
- Writing

Nutrition

- Nutrition planning resources
- Nutrition labeling
- Caloried and nutrients
- Health problems related to hunger

Social/Cultural Aspects

- The hunger problem

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Planning for Meal Appeal

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - A Meal Manager in the Making

- Review/Debrief

Day 2: Planning for Nutrition

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Meal Makeovers
- Review/Debrief

Day 3: Controlling Food Costs

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Three Squares Plus
- Review/Debrief

Day 4: Saving Time

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Budgeting Dilemmas
- Review/Debrief

Day 5: Where to Shop for Food

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Where to Shop
- Review/Debrief

Day 6: Factors That Affect Consumer Food Choices

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - What Influences Shopping Decisions
- Review/Debrief

Day 7: Using Food Labels

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Design a Label
- Review/Debrief

Day 8: Using Food Labels (cont.)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Design a Label (cont.)
- Review/Debrief

Day 9: Food Preferences

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - This Word or That?
- Review/Debrief

Day 10: Food Science Trends

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Assemble the Evidence
- Review/Debrief

Day 11: Food Science Trends (cont.)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -
- Review/Debrief

Day 12: Fitness Trends

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Comparing Nonnutrients
- Review/Debrief

Day 13: The Hunger Problem

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Meaning in Action
- Review/Debrief

Day 14: Working Towards National Solutions

- Warm up/Do Now

- Vocabulary
- Study Guide
- Workbook Activity -It All Adds Up to Hunger
- Review/Debrief

Day 15: Working Towards Global Solutions

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Hunger - Why Do I Care?
- Review/Debrief

Day 16: What Can One Person Do?

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Stepwise Solutions to Hunger
- Review/Debrief

Day 17: Review and Assess

- Unit Review