COURSE TITLE

Fitness Through Nutrition

LENGTH

One Semester
Grade 10, 11, and/or 12

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Rutherford High School

DATE

Initial Approval: June 15, 2015
Latest Revision: September 10, 2018

Fitness Through Nutrition

I. Introduction/Overview/Philosophy

Fitness through Nutrition is a course designed to help students understand the relationship between diet, exercise, and maintaining a healthy lifestyle through overall wellness. The course also discusses the history and present trends of the fast food industry, processed foods, and will increase student understanding of the journey many foods take from farm to plate. The topics to be studied include but are not limited to, wellness, nutrition information, history of food, basic anatomy and physiology, digestive system and disorders, major nutrients, food labels, portion sizes, weight loss trends, computerized diet analysis, anaerobic vs. aerobic workouts, lifestyle of athletes, effects of substance and psychological disorders, myths and facts to diet and weight loss, and references to help the well-being of each student. Additionally, mindfulness through breathing and meditation practices will executed throughout the course to assist students in reducing stress, and to assess and respond to daily events positively and rationally.

II. Objectives

Course Outline:

A. Safety

a. Identify safe procedures for handling and working with equipment and utensils
b. Identify safe procedures for handling and working with various types of food
c. Identify hazardous materials
d. Pass a safety test

B. Kitchen Sanitation

a. Describe important standards of personal hygiene and kitchen cleanliness
b. Develop skills in kitchen cleanliness and orderliness
c. Discuss causes, symptoms, and treatments of common food-borne illnesses
d. Demonstrate proper handling, use, cleaning, and storage of sharp objects such as knives, peelers, and graters

C. Making Wellness A Lifestyle

a. Define wellness
b. Examine the 3 aspects of wellness*: physical, mental/emotional, and social*
    i. Analyze the characteristics of each area of wellness and the importance of effectively implementing them in one's daily life
c. List factors that contribute to disease
d. Predict how lifestyle choices may affect your health
e. Examine how genetics play a role on one's wellness
f. Describe the relationship between nutrition and health
g. Explain how foods and medications may affect how your body absorbs nutrients
h. Recognize how to utilize appropriate references in order to make informed decisions in regard to proper nutrition and overall wellness

D. Factors For Why We Eat

a. Explain how culture, family and friends influences people's food choices
b. Analyze the effect of how emotions can determine one's food and/or beverage
c. Relate how agricultural resources, technology, economic factors, and politics affect the availability of food
d. Understand the difference between appetite and hunger

E. Digestive System & Common Disorders

a. Distinguish the functions of the major parts of the digestive system
b. Describe the processes of digestion, absorption and metabolism
c. Explain factors affecting digestion and absorption
d. Identify and explain common digestive disorders

F. Nutrient Guidelines

a. Describe the purpose of the USDA's Dietary Guidelines for Americans
b. Identify the 10 components of Dietary Guidelines' for Americans
    i. Identify 5 tips for making the Dietary Guidelines help Americans live a healthy lifestyle
c. Identify the 6 major components of MyPlate

i. Examine the goals of MyPlate for all age groups, but specifically targeting adolescents.
ii. Discussion of the USDA and how they developed the Food Guide Pyramid over the years. Examine how it had evolved into a Plate when for decades it has been designed as a pyramid.
iii. Compare and contrast the adequate serving sizes for adolescents by gender. Include daily exercise regimens as well.

d. Define the term nutrient density
e. Identify foods and beverages that are nutrient dense, and describe the importance of choosing nutrient dense foods and beverages regularly
   i. Identify the total amount of calories one should be ingesting per day by age, gender, and activity level. Specifically focusing on the amounts for adolescents.
   ii. Compare and contrast nutrient-dense calories versus discretionary (empty) calories.
   iii. Analyze portion distortion based on what is sold or served and what actual servings are based on the USDA recommendations.
f. Identify Nutrition Facts Labels
   i. Recognize the key components on food labels
   ii. Define nutrition terms used on food labels
   iii. Compare food and beverage products
   iv. Understand the importance of the ingredient list and how they are developed
   v. Accurately select foods and beverages based on nutritional value
e. Define the terms calorie and Kilocalorie (kCal).
   i. Examine how calories are calculated
   ii. Compute calories for particular foods and beverages
f. Food Trends
   i. Identify sources of reliable food and nutrition information
   ii. Evaluate food advertisements
   iii. Analyze terms such as organic, GMO, natural, fat-free, and sugar-free, free-range.
   iv. Recognize false health and nutrition claims
   v. Interpret food and nutrition news

G. Major Nutrients

a. Explain the difference between macro and micro-nutrients
b. Identify the 6 major nutrients: *Carbohydrates, Protein, Lipids, Vitamins, Minerals & Water*
c. <u>CARBOHYDRATES</u>
   i. Identify and explain the main function of carbohydrates
      - Determine the amount and type of carbohydrates one should be consuming per day
   ii. Explore the molecular structures of carbohydrates
   iii. Examine the differences between simple and complex carbohydrates
      - Investigate carbohydrate foods that have the highest nutritional value versus those that have the least nutritional value
   iv. Analyze how carbohydrates are digested and absorbed in the body
      - Classify the accessory organ that releases digestive enzymes and hormones during the process of digesting carbohydrates
      - Identify and define which hormones are released when regulating blood-glucose levels

- Examine how quickly blood-glucose can rise depending on the type of carbohydrate you consume
- Recognize how carbohydrates are stored in the body
- Assess how being deficient or having excess or protein can be harmful for one's health

v. Explain the difference between glycemic index vs. glycemic load
   - Examine how both of these can be useful when regulating blood-glucose levels
   - Determine how this can be useful for both diabetic patients and non-diabetic patients
   - Discuss how foods in both of these terms can lead to weight gain and weight loss

vi. Define diabetes mellitus and classify the different types (type 1, type 2, and gestational)
   - Compare and contrast the different types of diabetes mellitus
   - Describe symptoms of diabetic patients
   - Identify the ranges for blood-sugar (normal, hyper-glycemic, hypo-glycemic, pre-diabetic, and diabetic) during fasting
   - Examine how one must control/regulate their diabetes

d. PROTEIN

i. Define and explain amino acids and the differences between essential and non-essential amino acids in the body

ii. Identify and explain the main function of proteins
   - Determine the amount and type of protein one should be consuming per day

iii. Explore the molecular structures of protein

iv. Examine the differences between complete and incomplete proteins
   - Investigate protein-rich foods that have the highest quality versus those that have the lowest quality
   - Compare the differences between high and low quality proteins in relation to nutrition density

v. Analyze how proteins are digested and absorbed in the body

vi. Determine the amount of protein needed each day based on age, gender, and exercise
   - Calculate the amount of protein needed each day based on personal weight

vii. Examine vegetarianism and compare and contrast the different classifications.

viii. Assess how being deficient or having excess of protein can be harmful for one's health

e. LIPIDS

i. Define and explain lipids and what they are comprised of: triglycerides, sterols, and phospholipids.

ii. Identify and explain the main function of lipids
   - Determine the amount and type of lipids one should be consuming per day.

iii. Explore the molecular structures of lipids

iv. Examine the differences between saturated, unsaturated, and trans-fats.

- Investigate foods for each type of fat.
- Compare the differences between healthy harmful fats
    1. Identify examples of these fats
    2. List and assess the essential fats and explore long-term health aspects of consuming these fats

v. Analyze how fats are digested and absorbed in the body
- Examine the different pathway lipids will take as compared to carbohydrates and proteins due to their molecular composition.

vi. Determine the amount (and type) of lipids needed each day based on age, gender, and exercise
vii. Examine vegetarianism and compare and contrast the different classifications.
viii. Assess how being deficient or having excess of lipids can be harmful for one's health

f. VITAMINS
i. Identify the purpose of vitamins
ii. Determine the difference between fat-soluble and water-soluble vitamins and the roles they play on the body.
iii. List daily amounts for each vitamin
iv. Examine food sources of each vitamin
v. Identify symptoms of deficiency and toxicity of each mineral
vi. Define antioxidants and phytochemicals
- Compare and contrast both
- Determine the healthful effects of consuming foods with both antioxidants and phytochemicals

g. MINERALS
i. Identify the purpose of minerals
ii. Determine the difference between major and trace minerals and the roles they play on the body
iii. List daily amount for each mineral
iv. Examine food sources of each mineral
v. Identify symptoms of deficiency and toxicity of each mineral

h. WATER
i. Discuss the functions of water
ii. Identify and explain the different types of water available to drink
iii. Analyze the importance of the input of water versus the output of water.
- Cellular balance

iv. Examine the effects of dehydration and toxicity of water

H. Choices For A Healthy Weight /Self Image

a. Explain the factors that determine your healthy weight
b. Describe the term body mass index (BMI)
i. Calculate BMI to determine weight category
ii. Recognize the purpose of BMI
iii. Discuss the reasons to maintain a healthy weight
c. Consider what is considered a healthy amount of weight to lose per week
i. Define self-image
d. Examine how one's environment can alter one's self-image and perception

e. Assess ways to improve one's self-image
    i. Identify diet myths
        - Identify the facts of diet myths
f. Recognize the differences between healthy and unhealthy weight loss plans
g. Identify popular fad diets and list health risks of each
h. Recognize key words or phrases that marketing companies use to sell products
    i. Propose of healthy meals, meal preparation and snack basics to help one to make healthy choices.

I. Eating Disorders

a. Classify and explain the following eating disorders: *anorexia nervosa, bulimia nervosa, binge eating, eating disorder not otherwise specified (EDNOS)*
b. Identify characteristics and health risks associated with the four most common eating disorders
c. Examine statistics related to eating disorders and who are most at risk
d. Analyze possible causes of eating disorders
e. Describe sources of help for people with eating disorders
f. Compare and contrast the difference between picky eaters and those who have food neo-phobia

J. Fuel Up For Sports Performance

a. Describe how physical activity affects your nutrient needs
    i. Discuss smart food and fluid choices for before, during, and after physical activity
b. Explain how performing cardiorespiratory endurance exercises can increase overall health
    i. Determine a desired target resting heart rate compared to an active heart rate range.
c. Determine the difference between aerobic and anaerobic workouts
d. Recognize the importance of how warm-ups and cool-downs can contribute to flexibility, reduction of injury, and increase overall performance.
e. Explain the difference between muscular strength versus muscular endurance. How can one build on another?
    i. Classify physical activity through isotonic, isokinetic, and isometric exercises
    ii. Examine the difference between fast-twitch and slow-twitch muscle fibers in relation to body type and athletic performance
    iii. Identify what performance enhancement drugs are and how they can be harmful to one's body and overall health
f. Discuss why someone would take performance enhancing drugs
    i. Determine how weather can affect one's athletic performance
    ii. Analyze common myths about sports nutrition

K. Nutrition In The Lifecycle

a. Summarize how nutrition needs change throughout the life cycle
b. Explain why good nutrition and active living are important for teens
c. Discuss how food and nutrition needs change during adulthood
d. Determine nutrient needs for the elderly

L. Careers In Food Service, Food and Health Sciences

a. Presentation and video on above topics

Student Outcomes:

After successfully completing this course, the student will be able to:

- understand and value the importance of one's health.
- recognize community resources involved in wellness.
- differentiate between valid and misleading nutrition resources in the media.
- obtain knowledge of advertising techniques and their influence on our decisions.
- obtain knowledge of nutrients, food sources, and their function in the body.
- understand what and when to eat before and after strenuous activities or competitions.
- prepare a variety of nutritional foods with special focus on low fat, sugar and salt, as well as dietary guidelines.
- develop creative skills in product development and marketing of foods
- evaluate one's caloric intake.
- create nutritious recipes for breakfasts, beverages, entrees and snacks.
- understand the effects of body composition and energy balance.
- understand the components of a fitness plan and the effect on the body.
- list various shopping techniques for making wise economic and nutritious choices in the purchasing of food.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one’s digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

III. Proficiency Levels

This elective course is open to students in grades 10–12. There are no prerequisites.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Lab Preparation and Participation

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

There are no prerequisites for this course. This elective course is for grades 10-12.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one semester and is offered to students in grades 10-12.

VII. Resources

Texts/Supplemental Reading/References

- YOU: A Guide to Food, Exercise and Nutrition (National Dairy Council)
- Today's Foods: How Do They Measure Up? (Consumer Reports)
- Smart and Healthy Supermarket Tours (Rutgers Cooperative Extension)
- Various computer software/Internet sites
- Food, Nutrition, & Wellness (Glencoe) 2000
- Food Science and You (Kay Mehays and Sharon Rodgers Glencoe)
- MyPlate.gov
- Relative PBS documentaries
- Dietary Guidelines Teaching (USDA)
- Food Power: A Coaches Guide to Improving Performance (National Dairy Council)
- Standard Deviants Human Nutrition Video Series
- RMI Media Nutrition Video Series

VIII. Suggested Activities

The following methods of instruction are suggested:

- Lecture though interactive lessons
    - PowerPoint presentations
    - Worksheets
    - Class discussions
- Demonstration
- Group and individual projects
- Lab participation
- Computer-based assignments
- Video and reading analysis and discussion

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

X. Interdisciplinary Connections

Based on the New Jersey Student Learning Standards, this course requires the use of science, wellness, mathematics and language arts through daily life skills. Science and wellness topics are covered daily in the study of nutrients in the body, the chemical composition of foods, and the importance of physical exercise. Mathematics and language arts are met through daily life skills such as adjusting recipes to making them more nutritionally sound, measuring ingredients, and reading recipes. Writing and social studies skills are met when reviewing current news articles on nutrition, informational and written homework assignments. Economics is also discussed during several chapters in order to give a better understanding about consumerism, government subsidized farming, supply and demand, and the cost of food items from farm to plate.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Safety/Kitchen Sanitation • Identify safe procedures for handling and working with varies kitchen equipment, utensils, and types of food. • Examine materials that may be hazardous in the kitchen. • Describe the importance of personal hygiene and kitchen cleanliness in prevention of food-borne illnesses. • Demonstrate proper handling of sharp objects and both major and minor kitchen equipment. • Pass a safety/sanitation test.	1 week	*For Support:* • Guided note taking • Use of visual and multi-sensory formats • Study guide • Testing accommodations *For Enhancement:* • Adjusting the pace of lessons • Student-driven • Real-world problems and scenarios	*21st Century Standards CRP:* • CRP1, CRP3, CRP5, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1,	*Formative Assessment:* • Knife Safety (YouTube & worksheet) • Safety & Sanitation Worksheet (Google Classroom) • Current Event *Summative Assessment:* • Safety Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Kitchen Equipment/Laboratory Preparation Skills • Identify specific uses for various kitchen appliances, small equipment & utensils. • Develop skills in measuring by using appropriate utensils. • Understand abbreviations and converting recipes to determine a specific yield. • Develop skills in reading and following recipe instructions.	½ week	*For Support:* • Peer mentoring • Teacher modeling • Modification of content and student products *For Enhancement:* • Real-world problems and scenarios • Flexible grouping • Student-driven	*21st Century Standards CRP:* • CRP1, CRP3, CRP4, CRP5, CRP6, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-	*Formative Assessment:* • Kitchen equipment chart that include uses for each piece of equipment. • Major and small kitchen appliances YouTube and worksheet. • Doubling and halving a recipe worksheet *Summative Assessment:* • Quiz on measuring, reading a recipe, and kitchen equipment

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Wellness • Define wellness and examine the three aspects of wellness. • Identify factors that contribute to disease and predict how lifestyle choices may affect your health. • Describe the relationship between nutrition and health. • Determine how foods and medications may affect how one absorbs nutrients. • Utilize appropriate references in order to make informed decisions in regard to proper nutrition and	2 weeks	*For Support:* • Peer mentoring • Tiered assignments • Use of assisted technology • Study guides • Modification of content and student products *For Enhancement:* • Supplemental reading material • Flexible grouping • Higher-order thinking skills • Real-world problems and scenarios	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2,	*Formative Assessment:* • Wellness continuum chart (worksheet) • Long-term goal: design a plan of short-term goals that can help you achieve your long-term goal with in 1 year. Examine roadblocks that may occur. • Essay: Evaluate the area of wellness that one would like to improve upon. • Communication through acting • Meditation: Effective listening skills

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
overall wellness.			9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	*Summative Assessment:* • Wellness Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Factors for Why We Eat • Explain how culture influences food choices. • Describe how family and friends may influence food choices. • Describe the difference between appetite and hunger. • Analyze the effects of emotions related food choices and overall health. • Relate how agricultural resources, technology, economic factors and politics affect the availability of food.	½ week	*For Support:* • Peer mentoring • Testing accommodations • Use of visual and multi-sensory formats • Study guides • Use of assisted technology *For Enhancement:* • Student driven • Independent study • Real-world problems and scenarios	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:*	*Formative Assessment:* • Food Collage and write-up • Worksheet identifying factors for why one chooses food • Meditation: Anxiety/Pressure *Summative Assessment:* • Factors for Why We Eat quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			• 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Digestive System & Digestive Disorders • Distinguish the functions of the major parts of the digestive system. • Describe the processes of absorption and metabolism. • Explain factors affecting digestion and absorption. • Identify and explain	2 ½ weeks	*For Support:* • Peer mentoring • Pre-teaching of vocabulary and concepts • Use of assisted technology • Use of prompts • Study guides • Testing accommodations	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2,	*Formative Assessment:* • YouTube animation and questions • Digestive disorder research group slideshow • Digestive system puzzle • Article review: Celiac Disease • Meditation: Being a

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
common digestive disorders.		*For Enhancement:* • Supplemental reading material • Topic selection by interest • Higher-order thinking skills • Real-world problems and scenarios	8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	self-advocate *Summative Assessment:* • Digestive system and digestive disorders quiz
Nutrient Guidelines • Describe the purpose of the Dietary Guidelines for Americans and identify	1 ½ weeks	*For Support:* • Peer mentoring • Modification of content and student products	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6,	*Formative Assessment:* • MyPlate meal design • Nutrition Facts label packet

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
the 10 components. • Identify and explain the 6 major components of the USDA's MyPlate. • Define the term nutrient density, identify foods and beverages that are nutrient dense, and describe the importance of choosing nutrient dense foods regularly. • Analyze the components of Nutrition Facts Labels. • Define the terms calorie and Kilocalorie. • Analyze common food trends in the United States.		• Multi-media approach to accommodating various learning styles • Study guides • Testing accommodations *For Enhancement:* • Curriculum compacting • Interest based content • Adjusting pace of lessons • Higher-order thinking skills • Real-world problems and scenarios	CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6,	• Calorie calculations • Article Review: Comparing the food label • Determining the pros and cons of GMO's: YouTube video and debate response • Article Review: Organic vs. non-organic • Meditation: Respect *Summative Assessment:* • Quiz on measuring, reading a recipe, and kitchen equipment

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Major Nutrients • Examine and analyze the 6 major nutrients via macro and micronutrients:. Carbohydrates, protein, lipids, vitamins, minerals, and water.	4 weeks	*For Support:* • Peer mentoring • Scaffolding • Differentiated teacher feedback on assignments • Use of prompts • Use of assisted technology • Study guides • Testing accommodations • Modification of content and student products *For Enhancement:* • Supplemental reading material • Flexible grouping • Elevated questioning techniques using Webb's Depth of Knowledge matrix • Inquiry-based	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3	*Formative Assessment:* • Simple or Complex? Identify the food or beverage products • Comparing sugar, fiber, and starches in products via Nutrition Facts labels • Glycemic Index vs. Glycemic Load: YouTube and questions • Determining molecular structures: monosaccharides, disaccharides, and polysaccharides • Diabetes YouTube and worksheet • Animal vs. plant protein chart • Notetaking map: Protein • Daily protein calculation

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		instruction • Real-world problems and scenarios • Independent study	*NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	• Article review: Biological value and protein absorbability • YouTube on types of lipids and questions • Documentary: Fat, What No One Is Telling You. Essay response • Notetaking map: Lipids • Distinguish the differences between fatty acid chains: saturated, monounsaturated, poly unsaturated (linolenic and linoleic acids), and trans fats • Calorie calculations for carbohydrates, proteins, and lipids • Notetaking map: vitamins, minerals and water • Meditation: Optimism vs Pessimism, trust, forgiveness of others,

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
				and self-forgiveness *Summative Assessment:* • Carbohydrate quiz • Protein quiz • Lipid quiz • Vitamins, minerals, and water chart
Choices for a Healthy Weight/Self Image • Explain the factors that determine a healthy weight. • Describe and calculate BMI. • Consider what is determined to be a healthy amount of weight to lose per week. • Examine how one's environment can alter one's self-image and body perception. • Recognize the differences between healthy and unhealthy weight loss plans. • Identify popular fad	2 weeks	*For Support:* • Peer mentoring • Use of visual and multi-sensory formats • Teacher modeling • Study guides • Scaffolding of materials and assignments • Testing accommodations *For Enhancement:* • Supplemental reading material • Topic selection by interest • Student driven • Higher-order thinking	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2,	*Formative Assessment:* • Dove video: essay response • Body mass index calculations • Self-kindness and kindness to others: writing assignment • Motivational boards • Meditation: Self-esteem and self-actualization *Summative Assessment:* • Quiz choices for a healthy weight/self-image

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
diets and list the health risks associated with each. • Recognize key words or phrases that companies use to market their products.		skills • Real-world problems and scenarios	9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Eating Disorders • Classify and explain the following eating disorders: Anorexia nervosa, bulimia nervosa, binge eating, and EDNOS. • Identify characteristics and health risks associated with the four most common eating disorders.	2 weeks	*For Support:* • Peer mentoring • Differentiated teacher feedback on assignments • Use of assisted technology • Pre-teaching of vocabulary and concepts • Study guides	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1,	*Formative Assessment:* • Documentary of EDNOS patients: essay response • Review of the Renfrew Program: examine both in and outpatient programs offered • Article review: Influences of what can cause eating disorders

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Examine statistics related to eating disorders and who are most at risk. • Analyze possible causes of eating disorders. • Identify resources to assist those who have eating disorders. • Compare and contrast the difference between picky eaters and those who have food neo-phobia.		• Modification of content and student products *For Enhancement:* • Supplemental reading material • Independent study • Student driven • Higher-order thinking skills • Real-world problems and scenarios	8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a *21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6,	• Meditation: self-efficacy and bravery *Summative Assessment:* • PSA: creating positive self-image and body awareness

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6,	

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Fuel Up for Sports Performance • Describe how physical activity affects your nutrient needs. • Explain how performing cardiorespiratory endurance exercises can increase overall health. • Determine the difference between aerobic and anaerobic workouts. • Recognize the importance of how warmups and cool-downs can contribute to flexibility, reduction of injury, and increase overall performance. • Explain the difference between muscular strength versus muscular endurance.	2 ½ weeks	*For Support:* • Peer mentoring • Visual aids as we project problems on whiteboard • Exemplars of varied performance levels • Use of assisted technology • Study guides • Modification of content and student products • Testing accommodations *For Enhancement:* • Supplemental reading material • Inquiry-based instruction • Interest-based content • Higher-order thinking skills • Real-world problems	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards* • 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3	*Formative Assessment:* • Types of training: chart • Article review: performance based on diet • Muscle fiber type: does that determine athletic performance? • Determining target heart rate based on resting heart rate • Article review: sports enhancement drugs • Meditation: Jealousy/Envy *Summative Assessment:* • Quiz on sports performance

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Discuss why someone would take performance enhancing drugs and explain the harmful effects.		and scenarios	*NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Nutrition in the Lifecycle • Summarize how nutrition needs change throughout the lifecycle. • Explain why good nutrition and active living are important for all age groups. • Discuss how food and nutrition needs change during adulthood. • Determine nutrient needs for the elderly.	1 week	*For Support:* • Peer mentoring • Guided note-taking • Use of visual and multi-sensory formats • Modification of content and student products • Teacher modeling *For Enhancement:* • Student driven • Independent study • Real-world problem scenarios • Higher-order thinking skills	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1 *21st Century Standards*	*Formative Assessment:* • Identifying age groups based on nutritional needs • Designing a daily meal plan for a specific age group: group activity • Meditation: gratitude *Summative Assessment:* • Determining nutrient needs based on analyzing and designing a plan based on specific age groups: scenario based

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			• 9.2.8.B.3, 9.2.12.C.3, 9.2.12.C.6 9.3.1, 9.3.2, 9.3.3, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	questions
Careers in Food Service, Food, and Health Sciences • Presentation on career opportunities.	½ week	*For Support:* • Teacher modeling • Authentic assessments • Use of cognates to increase comprehension *For Enhancement:*	*21st Century Standards CRP:* • CRP1, CRP3, CRP5, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:*	*Formative Assessment:* • Career match: worksheet *Summative Assessment:* • Essay summary

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		• Student-driven • Real-world problems and scenarios • Supplemental reading material for independent study • Higher-order thinking questions	• 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.9	