

**Course: Foods and Nutrition 1  
Unit 2 - Nutrition and Wellness**

**Year of Implementation: 2021-2022**

**Curriculum Team Members: Rebecca Amy, [ramy@lrhsd.org](mailto:ramy@lrhsd.org); Stacey Shaaltiel, [sshaaltiel@lrhsd.org](mailto:sshaaltiel@lrhsd.org); Chris Easlick, [ceaslick@lrhsd.org](mailto:ceaslick@lrhsd.org); Lynne Ritter, [lritter@lrhsd.org](mailto:lritter@lrhsd.org)**

### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
- 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.*
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.
- 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

**Note:** All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

**Transfer Goal:** Students will understand that wellness is not merely the absence of illness or distress , it is striving for positive physical, nutritional, mental and social well-being.

**As aligned with LRHSD Long Term Learning Goal(s):**

- apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
- make healthy lifestyle choices as consumers
- manage finances and budgets responsibly
- develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

*EU 1*

- making healthy food choices throughout the lifespan provides for improved health and quality of life for the individual and family.

*EU 2*

Essential Questions

*EU 1*

- What are the benefits to making healthy lifestyle choices?
- What is “healthy”?

*EU 2*

<ul style="list-style-type: none"> <li>• there are consequences and benefits for decisions made relating to wellness and nutrition.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• optimal quality of life is a choice that requires an individual to act on available information about good nutrition and healthy lifestyle even if it means breaking comfortable habits.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• dietary requirements vary for individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• How can the decisions we make affect our overall health?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How can breaking lifestyle habits improve one's quality of life? Are habits good?</li> <li>• How can available resources impact an individual's food choices?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• What affects the individual's dietary requirements?</li> </ul>
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• nutritional information is based on scientific research. (9.1.12.CFR.3, 9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.4, 9.4.12.CI.1, 9.4.12.IML.2)</li> <li>• personal choices can affect the quality of life. (9.4.12.TL.4, 9.4.12.CI.1, 9.4.12.CT.4, 9.1.12.PB.2)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the consequences of poor lifestyle choices and how it will affect themselves and the people around them. (9.1.12.FP.2, 9.4.12.CI.1, 9.1.12.PB.2)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• there are a variety of resources available to gain accurate information on nutrition and wellness. (9.4.12.CI.1, 9.4.12.TL.4, 9.4.12.CT.4, 9.1.12.EG.6)</li> </ul>	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• create an individual plan for health and wellness. (9.1.12.CFR.3, 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.IML.2)</li> <li>• select options that best suit their lifestyle. (9.1.12.FP.5, 9.4.12.CI.1, 9.1.12.PB.4)</li> <li>• read and interpret nutritional food labels. (9.1.12.CFR.3, 9.4.12.TL.4, 9.1.12.EG.6)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• research and enact the best choices for overall health. (9.1.12.CFR.3, 9.4.12.IML.2)</li> <li>• identify illnesses and deficiencies related illnesses. (9.1.12.CFR.3)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• identify and incorporate accurate information on nutrition and wellness from credible sources. (9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.EG.6)</li> </ul> <p><i>EU 4</i></p>

**EU 4**

- an individual's dietary requirements are based on age, activity level, weight, overall health, global location and cultural considerations. (9.1.12.CFR.4, 9.1.12.FP.2, 9.1.12.FP.5, 9.1.12.FP.6)

- calculate their dietary requirements based on personal needs.(9.4.12.TL.4)
- research and make decisions for wellness based on needs throughout their lifespan. (9.1.12.CFR.3) (9.1.12.FP.2, 9.1.12.FP.5, 9.1.12.FP.6, 9.1.12.PB.4, 9.1.12.PB.5)

**Stage Two - Assessment**

Other Evidence:

- Food journals
- Food tracking apps: <https://cronometer.com/>, <https://www.myfitnesspal.com/>
- Individual food plan
- Princeton Umatter Wellness Self Assessment - <https://umatter.princeton.edu/action-matters/caring-yourself/wellness-wheel-assessment>
- Nutrient quiz

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}**

For example:

- Begin with an entry question to hook students into considering the effects of poor nutrition and wellness (Can you get zits from eating poorly and not taking care of your overall wellness?)(**M, EU1**)
- 6 Main Nutrient Identification (**A, EU4**)
- 6 Areas of Wellness Exploration (**A, EU1**)
- Human Digestive System and Absorption of Nutrients (**A,M,T EU4**)

- Reading Nutrition Fact Label **(T, EU3)**
- Serving Sizes - Each kitchen group will measure out specified serving sizes according to the nutritional label of various foods **(M EU1)**
- Nutrient content of foods **(M,T EU3)**
- Deficiency diseases and disorders **(A, M EU4)**
- Scavenger hunt for information on [www.myplate.gov](http://www.myplate.gov) **(M,T, EU1, EU2, EU3, EU4)**
- Media and marketing impact on dietary choices **(M, EU3)**
- Panel discussion relating to wellness topics **(T, EU1, EU2, EU3, EU4)**
- Nutrient Superhero Poster **(M, T, EU2, EU3, EU4)**
- Youtube videos on nutrition and wellness topics **(A, M, EU1, EU2, EU3, EU4)**
- Fed Up Documentary with guided questions **(A, M, EU2, EU3)**
- Debate Forum - given information regarding the reasons why some may choose a vegetarian lifestyle, students will form 2 groups. One will be for the idea of a plant based diet and the other will be against. Each must research the pros and cons of their position and present the ideas in a debate style environment. While there is no clear winner or loser, the ideas discussed should promote the concept that it is a matter of free will. **(T EU4)**
- Interview - Students will work in pairs. They will interview each other regarding the cultural background of their family. The questions will include, cultural traditions, holiday celebrations and favorite foods. Each student will then introduce their partner to the class and tell about how cultural background affects their food choice. **(M EU4)**

From the Princeton Umatter wellness website - “**Wellness** is not merely the absence of illness or distress - it is **striving** for positive physical, mental and social well-being. It is a **lifelong process of making decisions** that supports a more balanced life to **maximize your potential**. There are always opportunities for enhancing your wellness and it starts with self-reflection and setting goals.”