**Common Core Brand Unit Plan (Revised for 2012-2013)**

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| **Developed By: Olivia Petersen****Name of Collaborative:** **Curriculum Area: BPE****Unit Title: NUTRITION Ch. 4****Time Frame: 2 weeks****Note: Each teacher keeps his/her own copy reflecting teacher’s unit plan** |
| **Desired Results** |
| **Content Standards ( # and brief description): *Copy and paste from Picasso*** |
| PEHS4: Achieves and maintains a health-enhancing level of physical fitnessELEMENT: Evaluates the relationship of exercise and nutritionPEHS3: Participates in physical activities |
| **Content (Unpack Nouns from Standards):** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| Food choices/ nutrients/ food labels/ food pyramid/ nutrition | Evaluate food choices/ choose wisely/ analyze food guide pyramid |
| **Essential Vocabulary: *vitamins/ minerals/ carbohydrates/ fats/ nutrients/ nutrition/ proteins/ calories/ dietary fiber/ amino acids/ saturated/ trans/ unsaturated fatty acids/ cholesterol/ dietary supplements/ antioxidants/food guide pyramid/ DRI’s/ nutrition fact panel/ food borne illness/ cross contamination/ pre-event meal/ ephedrine/ creatine/ androstenedione*** |
| **Essential or Guiding Questions:** *\*Why is it important to set short and long term goals when analyzing nutrition?**\*How can you evaluate your relationship with your personal fitness and your food choices?* |
| **Assessment Evidence** |
| **Common Pre-Test** | Survey on prior knowledge of nutrition |
| **Formative Assessments** | Ticket out the door: What are the six essential nutrients?A collage of influences on your food choices.Reading food labelsDevelop a pre-event meal according to activity levelCircuit Training, Jog/WalksHeart Rate Monitors |
| **Common Mid-Unit Assessment** | Food Guide Pyramid project |
| **Common “Almost There” Assessment****)** | Lesson 1-4 Quizzes:Each quiz will contain 10 matching questions and 5 fill in the blank question and 1 written response to a higher order of questioning. |
| **Remediation Plan**  | Based on quiz outcome, students will be allowed to collaborate to correct responses. |
| **Common Summative Assessment** | Unit Nutrition test. |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast the old food pyramid with the current food pyramid and analyze specific details and improvements made. |
| **Writing Element****(Argumentative, Expository/Explanatory, Narrative with Text Evidence)** | If you were writing a letter to the FDA, explain why fast food restaurants should or should not be allowed to make unhealthy foods. |
| **Speaking Element****(Discussion/Debate****Presentations)** | Create discussion boards stemming from the argumentative essay. |
| **Listening/Viewing Elements****( Music, Art, Video Clips)** | \*Nutrition Power Point\*”Super-size Me”\*Video-streaming on Nutritional topics |
| **Performance-Based Tasks** | Peer evaluation of argumentative essaysParticipation in debateAnalysis of video/ |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1: 2 daysLesson 2: 2 daysLesson 3: 2 daysLesson 4: 2 daysEvaluation: 1 day |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments
2. Graphic organizers: Venn Diagram/ T-chart/ GIST
3. Evaluating information: food labels/ government guidelines
4. Developing broader awareness: videos/ articles
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| **Differentiation****(Please address how you will differentiate to meet remedial, on-level and gifted students)** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time. |
| **Materials/Resources** | Text book/ Power Point/ LCD projector/ Intranet/ food labels/ Food pyramid/ videos/ graphic organizer templates |
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