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

|  |  |  |
| --- | --- | --- |
| **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 fitness  ELEMENT: Evaluates the relationship of exercise and nutrition  PEHS3: 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 labels  Develop a pre-event meal according to activity level  Circuit Training, Jog/Walks  Heart 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. | |

|  |  |
| --- | --- |
| **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 essays  Participation in debate  Analysis of video/ |

|  |  |
| --- | --- |
| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | Lesson 1: 2 days  Lesson 2: 2 days  Lesson 3: 2 days  Lesson 4: 2 days  Evaluation: 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 |
| **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 |
|  |  |