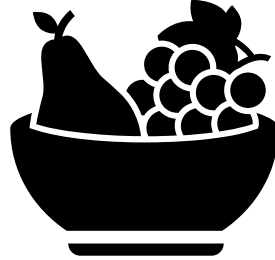


RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Contemporary Living
Course: Nutritional Living and Wellness
Alignment: 2020 NJSL
BOE Born On: August 21, 2023

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Introduction

The Nutritional Living and Wellness course promotes and encourages positive attitudes related to issues of healthy lifestyles, independent thinking, decision making, career opportunities, wise consumer choices and community service. Students learn about safe food handling, food preparation techniques, nutrition, wellness, and career opportunities in the food industry. Learning activities that students engage in include planning and preparing snacks and simple meals, analyzing their own food choices, practicing food etiquette appropriate to a variety of social and professional situations, and participating in service learning for the benefit of themselves and others.

Nutritional Living and Wellness students will learn about the many aspects of food. For example, food in culture incorporates traditions, beliefs and mealtime customs. Food for nutrition entails consuming adequate macro and micronutrients which are vital to proper emotional, intellectual, and physical development as well as readying an athlete's body for expenditures of energy.

Healthy meals begin in the kitchen but knife, kitchen and food safety procedures must be practiced to prevent calamities like fire, injury, and contamination. Students will have the opportunity to visit local restaurants that offer Mediterranean cuisine and gain an appreciation for the measures taken regarding food safety and to learn about the various career paths related to the food industry. Finally, students will have the opportunity to positively impact their own sense of well-being as well as the community as they complete the Supplemental Nutrition Assistance Program (SNAP) awareness unit and Project Linus blanket activity.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Nutritional Living and Wellness classes provide students with the basic framework to become independent and productive citizens and reach their full potential in the modern world. The purpose is to provide courses that promote and encourage positive attitudes related to issues of healthy life styles, independent thinking, decision making, career opportunities and wise consumer choices.

This program provides hands-on learning experiences in consumer issues, family living, creative expression and leisure time interests. The Foods and Nutrition component offers experience in safe food handling, food preparation techniques, nutrition and wellness and career exploration. Students plan and prepare snacks and simple meals, analyze their own food choices and learn/practice etiquette appropriate to a variety of social and professional situations.

Scope and Sequence

- Unit 1: Food Choices- Food Culture (3 Weeks)
- Unit 2: Nutrition and Personal Diet (6 Weeks)
- Unit 3: Kitchen Safety and Food Preparation (7 Weeks)
- Unit 4: Sports Nutrition and Careers (1 Weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and

high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.


The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Food Choices – Food Culture (3 Weeks)

Core Ideas	<p>Food embodies many things besides sustenance that keeps us alive.</p> <p>Food in other cultures includes aspects like mealtime customs, national dishes, the utensils that they use or not use, the design of the food, and symbolism related to food items.</p> <p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>		
Essential Questions	<p>What are the national dishes of other countries?</p> <p>What are the geographical features and environmental and climate concerns in other countries?</p> <p>What are the origins of mealtime customs?</p> <p>What foods are used for religious celebrations in other countries?</p> <p>What are the national dishes of our country?</p> <p>How are the mealtime customs in our country similar or different from other countries?</p> <p>What customs that you learned about would be something to adopt into your mealtime?</p> <p>What are the human rights and fundamental freedoms either enjoyed or denied in other countries?</p>		
Enduring Understanding	<p>Culture is the knowledge, beliefs, religion and traditions shared by a group of people.</p> <p>Celebrating a diversity of cultural traditions promotes tolerance and understanding.</p> <p>Culture teaches a person which foods are proper to eat and which are not.</p> <p>Cultural, social and environmental issues are identified for various countries</p>		
Practice	<p>Building and maintaining healthy relationships:</p> <p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively:</p> <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome</p> <p>Making decisions:</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Using technology tools responsibly:</p> <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<ul style="list-style-type: none"> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition). Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4	<p>Students will be able to...</p> <ul style="list-style-type: none"> identify the geographic setting, environment and climate change name the national dishes of other countries identify the origins of different mealtime customs know the foods used for religious 	<ul style="list-style-type: none"> Using Noodletools for research Guided Research Working in cooperative groups on research and multimedia presentation Reading and comprehend informational text Identifying reliable sources Prepare a dish from a different culture 	<ul style="list-style-type: none"> Junior Worldmark Encyclopedia of Food and Recipes of the World Gale Encyclopedia of Food and Culture Encyclopedia of Modern Asia GVRL Reference Library eLibrary USA.gov

	<ul style="list-style-type: none">celebrations in other countriesknow the national dishes of our countrydiscuss the differences in mealtime customs in different countriesidentify the human rights and fundamental freedoms either enjoyed or denied in other countriesdevelop and understanding and tolerance for other cultures traditionspractice a new mealtime custom that they learned about and can identify withdevelop expertise through research about a problem and make a claim to support a solutionwork as a contributing member of a team to achieve specific outcomesshow respect for divergent points of view by acknowledging themrecognize how digital media impacts a person’s perspectiveshow the self-discipline to do your best, reach a goal or perform an assigned task with good work qualityapply technology to enhance meaning, communication and productivity		<ul style="list-style-type: none">World Geography and Culture OnlineRMDS Library Pathfinder/WakeletAmensty InternationalRDMS Library How To Sheets on proper MLA citationsNoodletoolsSwayNational Geographic Kids						
Key Vocabulary	Culture, Traditions, Cuisine, Tolerance, Food For Religious Celebrations, Human Rights, LGBTQ+, Climate Change, Digital Citizenship, Creative Commons								
Evidence of Learning	<p>Culture is the knowledge, beliefs, religion and traditions shared by a group of people. Celebrating a diversity of cultural traditions promotes tolerance and understanding. Culture teaches a person which foods are proper to eat and which are not. Working with your Nutritional Team identify the cultural, social and environmental issues for the Country in which your team was assigned. Include the following:</p> <ol style="list-style-type: none">1) identify the geographic setting, environmental and climate concerns (i.e. capital, continent, population, video link of a trip down the Nile River)2) identify the history and food (I.e. when was the country first established, common staple foods, other countries that have influenced or were influenced by your country) national dishes (i.e. provide a video of preparation of national dish recipe)3) mealtime customs (i.e. An Egyptian mealtime custom is to eat only with your right hand as the left hand is considered unclean)4) national dishes (i.e. provide a video of preparation of national dish recipe)5) food for religious and holiday celebrations (i.e. identify primary religion followed by most of the population)6) identity the human rights and fundamental freedoms either enjoyed or denied (i.e. are minority, women and LBGT community members afforded civil rights)7) <u>Extra credit</u>: interview someone from that culture to find out the foods that they eat, foods they don’t eat. Describe favorite childhood memories tied to traditional meals.OR make a dish from the researched culture.REMINDER: ALL recipes should be nut free and recipes should be provided.8) Include MLA Citation page (separate grade.) <p>Report findings in a SWAY presentation to the class. Share Sway link with me via email the night before the due date. Make sure subject line includes Country and class period (i.e. RE: Turkey Food Culture 2)</p> <p>Tips for a great sway presentation – add headings,limited text, images, videos of national dish recipe, geographical videos -take a trip down the Nile river etc.</p> <p>Food Culture Rubric</p> <table><tr><td>CATEGORY</td><td>Excellent - 20</td><td>Acceptable -15</td><td>Unacceptable -10</td><td>Not Reported - 0</td></tr></table>				CATEGORY	Excellent - 20	Acceptable -15	Unacceptable -10	Not Reported - 0
CATEGORY	Excellent - 20	Acceptable -15	Unacceptable -10	Not Reported - 0					

	Geographic Setting	Identified all of the relevant Geographic Settings and Environment and Climate Concerns of your assigned culture.	Identified some of the Geographic Settings and Environment of your assigned culture.	Identified few of the Geographic Settings and Environment of your assigned culture.	None of the Geographic Settings and Environment of your assigned culture was reported.
	History and Food (National Dishes)	Identified all of the relevant history and staple food for the culture your group was assigned.	Identified some of the history and food for the culture your group was assigned.	Identified few of the history and food components for the culture your group was assigned.	None of the history and food components for the culture your group was assigned was reported.
	Mealtime Customs	Identified all of the mealtime customs.	Identified some of the mealtime customs.	Identified few of the mealtime customs.	None of the mealtime customs were reported.
	Food for Religious Celebrations	Identified all of the components of how Food is used for Religious Celebrations.	Identified some of the components of how Food is used for Religious Celebrations.	Identified few of the components of how Food is used for Religious Celebrations.	None of the components of how Food is used for Religious Celebrations were reported.
	Human Rights	Identified all of the components of how civil rights are celebrated or denied for minority groups for women, religious affiliation and or LGBT community	Identified some of the components of how civil rights are celebrated or denied for minority groups for women, religious affiliation and or LGBT community	Identified few of the components of how civil rights are celebrated or denied for minority groups for women, religious affiliation and or LGBT community	None of the components of how civil rights are celebrated or denied for minority groups for women, religious affiliation and or LGBT community
	Four notecards with summary paragraphs including facts, definitions, concrete details, quotations, and critical questions formulated	All four notecards with summary paragraphs including facts, definitions, concrete details, quotations, and critical questions formulated are completed	All four notecards with summary paragraphs include documented information from at least one source and critical questions formulated but ideas may not be fully developed.	Fewer than four notecards with summary paragraphs are presented but critical questions are formed	Fewer than four notecards with summary paragraphs are presented
	Noodletools used to cite all source texts in proper MLA format, generated as Word document and submitted with Sway presentation	Works Cited contains no errors in MLA format and is submitted with the Sway Presentation	Works Cited contains few errors in MLA format and is submitted with the Sway Presentation	Works Cited contains multiple errors in MLA format and is not submitted with the Sway Presentation	Works Cited is not submitted with the Sway Presentation

	<p>Extra Credit:</p>	<p>Interview someone from that culture and find out foods that they eat. Foods they don't eat and why? Can they describe any childhood memories tied to traditional meal? Or Bring in a dish from the culture you researched and share with the class. (All recipes should be nut free!)</p>	
	<p>Student Sample Project: https://sway.office.com/cNieBVW7O52sJFdm?loc=swsp</p> <div data-bbox="499 341 1348 596">  </div> <p>Culinary Culture of Cuba By Lauren, Genesis, Natalie, and Vivianna. (Period 2)</p> <p>The Island of Cuba was found on October 28, 1492 by Christopher Columbus. The Spanish started disrespecting the native people until they were almost gone! Colonists had to bring black slave...</p> <div data-bbox="821 889 1031 1000"> <p>Go to this Sway</p> </div>		
<p>Interdisciplinary Connections</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, 		

	<p>demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none">NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.NJSLSA.SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.NJSLSA.SL6 : Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.NJSLSA.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.NJSLSA.L6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.			
Diversity, Equity, & Inclusion	<p>The students need to research Human Rights for their assigned country.</p> <p>The students research countries from Asia, Europe, South America, Africa,Middle East and Australia.</p> <p>Students will participate in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences about the value of nutrition and wellness while applying content knowledge, integrating concepts across disciplines, and applying pro-social critical thinking skills.</p>			
Computer Science and Design Thinking	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.8.DC.1: Analyze the resource citations in online matirials for proper use.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action</p>			
Social Emotional Learning	EMPATHY: Student may develop an empathy building tolerace for other cultures.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homework	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniques

	<ul style="list-style-type: none"> • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit II: Nutrition and Personal Diet (6 Weeks)

Core Ideas	<p>Different developmental periods require specific nutritional requirements.</p> <p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>
Essential Questions	<p>What are the seven nutrients of a healthy diet?</p> <p>Why is it important to consume a healthy diet during adolescence?</p> <p>Why is it important to be able to read/analyze a food label?</p> <p>Why is it important to be an educated consumer?</p> <p>Why is it important to be able to calculate a Unit Price Comparison?</p> <p>What is the percentage change calculated (of saturated fat, added sugar and dietary fiber) when we use healthier ingredients?</p> <p>What types of deficiencies are related to a lack of nutrient absorption?</p> <p>What are the various ways that food is produced in America?</p> <p>What is the relationship between the way food is produced and nutrition?</p> <p>What kinds of messages about diet are prevalent in media?</p> <p>What are the deleterious effects of fad diets?</p> <p>What are the enzymes responsible for breakdown macronutrients?</p> <p>What are the parts and function of the digestion system?</p> <p>Where does digestion begin?</p> <p>Where does nutrient absorption begin?</p> <p>What is BMR and how do you calculate it?</p>

	<p>What are your total calorie needs based on food groups?</p> <p>What is mindful eating?</p> <p>What are nutrient dense foods?</p> <p>What is food citizenship?</p> <p>What % of all fruits and nuts consumed in the U.S. are produced in California's Central Valley?</p> <p>What is the difference between factory farming, industrial farming and urban farming?</p> <p>What is the megdrought?</p> <p>What are the long term effects of climate change?</p>		
Enduring Understanding	<p>Healthful eating includes a variety of fruits, vegetables, nuts, seeds, whole grains, beans, legumes and lean sources of protein, mindful eating. Establishing healthy eating habits early in life will lead to providing energy, helping to maintain healthy weight, lowering risk of disease, and keeping body systems functioning effectively. Students will learn to become educated consumers when they learn about comparison shopping.</p>		
Practice	<p>Attending to personal health, emotional, social and physical well-being:</p> <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Engaging in an active lifestyle:</p> <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Making decisions:</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self:</p> <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals:</p> <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>		
Performance Expectations	<ul style="list-style-type: none"> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition). Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. Implement strategies and monitor progress in achieving a personal nutritional health plan. 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. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5	Students will be able to... <ul style="list-style-type: none"> • identify the seven nutrients of a healthy diet • adjust their diet to address any deficiencies • recognize the nutritional and caloric needs of adolescence • understand the types of deficiencies related to a lack of nutrient absorption • understand the various methods of food agriculture • understand the value of consuming agricultural products produced locally, organically, and sustainably • identify the influences and pressures from media on diet • understand the negative impact of fad diets • develop expertise through research about a problem and make a claim to support a solution • work as a contributing member of a team to achieve specific outcomes • show respect for divergent points of view by acknowledging them • recognize how digital media impacts a person's perspective • show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality • apply technology to enhance meaning, communication and productivity • understand how the digestion system works and what enzymes help breakdown macronutrients • understand how to calculate BMR and total calorie needs • Define mindful eating and learn about the functions of Cholecystokinin and Ghrelin gastrointestinal hormones 	<ul style="list-style-type: none"> • Direct instruction • Calculate BMR and Total Calorie Needs • Creating and analyzing food labels • Calculate Unit Price Comparison • Keeping food journals • Tracking calories in my Fitness Pal • Completing the Family Meal Project and Presentation • Food Label Analysis Project • Digestion System Quiz • Dietary Fiber Brochure • Working in cooperative groups • Reading and comprehending informational text • Identifying reliable sources 	<ul style="list-style-type: none"> • Digital Tools-My FitnessPal • Recipe Calculator Tool - verywellfit.com • Kidshealth.org – Digestion System article and worksheet • Crash Course – Enzymes at work in our body • Digestion: The Inside Story by Anne Hayes • Brainpop Quiz -Carbohydrates,Fats and Nutrition, Comparing Prices • Alliance for Science – GMO Debate • Food Labels Revamped - Newsela • Video-America Revealed , Food Machine • Sugar by Sally Kuzemchak • Small Wonders by Mark Witten • Nutrition Action Health Letter • Human Ecology. Cornell University • Mediterranean Diet Fact Sheet • Mindful Eating Placemat by NJ Agriculture in the classroom • How does your body know when you're full by Hillary Coller • Video- Learning Seed- Nutrition Labels, From Farm to Table, Food Science • What are long term effects of climate change USGS • Mega drought could desalination be the solution? Columbia Climate School
Key Vocabulary	Macro and Micro nutrients, Essential and Non Essential Nutrients, Glucose, Amino Acids, Fatty Acids, Salivary Amylase, Pepsin, Bile, Mechanical and Chemical Digestion, Esophagus, Small Intestine, Villi, Calcium, Vitamin D, Osteoporosis, Monounsaturated, Polyunsaturated, Saturated Fat, Trans Fat, Nutrient Dense foods, Megadrought, Climate Change, Comparison shopping, Unit Price Cost		
Evidence of Learning	FOOD LABEL PROJECT.pptx gmodebate.pdf digestivequizz.docx KWLdigestion.pdf KWLdigestion.pdf		

Interdisciplinary Connections	<p>English Language Arts:</p> <ul style="list-style-type: none"> • NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.
Diversity, Equity, & Inclusion	<p>Students learn about different food production systems (Industrial Agriculture, Organic, Local, Sustainable, Urban Agriculture) 50% of the fruits and nuts produced in the US come from California. Unfortunately, the Mid West is experiencing a Mega Drought (drought conditions not seen for the past 1200yrs). Regardless of the method of agriculture, every state needs to come up with a solution to climate change.</p> <p>Students will participate in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences about the value of nutrition and wellness while applying content knowledge, integrating concepts across disciplines, and applying pro-social critical thinking skills.</p>
Computer Science and Design Thinking	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>

Career Readiness, Life Literacies, and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option				
	9.1.8.A.6: Explain how income affects spending decisions				
	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action				
	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures				
	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.				
	9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.				
	9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.				
	9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.				
	9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.				
	9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.				
	9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans)				
	9.1.8.CP.1: Compare prices for the same goods or services.				
	9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.				
	9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores				
	9.1.8.CP.4: Summarize borrower’s credit report rights.				
	9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.				
	9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.				
	9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.				
	9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.				
	9.1.8.PB.3: Explain how to create budget that aligns with financial goals.				
	9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family)"				
	9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.				
	9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.				
	9.1.8.PB.7:Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.				
	9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.				
	9.1.8.EG.2: Explain why various sources of income are taxed differently.				
	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.				
	9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.				
	9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.				
	9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.				
	9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.				
	9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.				
	9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.				
	9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.				
	9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).				
	9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.				
	9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.				
	Social Emotional Learning	RESPONSIBLE DECISION-MAKING: Healthful and Mindful eating is key to a healthy life.			
	Differentiation				
	Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
		<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and concepts	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinking

	<ul style="list-style-type: none"> • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online 	<p>homework assignments</p> <ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Kitchen Safety and Food Preparation (7 Weeks)

Core Ideas	<p>The main priority in working in the kitchen is safety.</p> <p>Most home fires happen in the kitchen due to unattended cooking. Major hazards in the kitchen include fires, burns, and lacerations.</p> <p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>
Essential Questions	<p>Where in the home is the primary source of all fires?</p> <p>What is the Fire Triangle comprised of?</p> <p>What is the cause of most home fires?</p> <p>How do you prevent food-borne illness?</p> <p>What is the temperature danger zone?</p> <p>What is the role of the USDA vs FDA?</p> <p>What are the four steps to follow for Food Safety?</p> <p>How to you operate major and minor kitchen appliances?</p> <p>What are the proper ways of handling knives?</p> <p>How do you share group responsibilities for food preparations?</p> <p>Why is it important to follow recipes?</p>

	What are chemical leavening agents? What are some egg substitutions to use in recipes? What are some healthy fat substitutions to use in recipes? What are some flour alternatives to use in recipes? Food truck Project? Compare Prices Brainpop? Price per unit recipe?		
Enduring Understanding	Kitchen, Knife and Food Safety procedures should be followed when cooking. Students should feel confident making flour, sugar and fat substitutions to make healthier recipes.		
Practice	<p>Attending to personal health, emotional, social and physical well-being: Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Engaging in an active lifestyle: Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Making decisions: Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals: Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>		
Performance Expectations	<ul style="list-style-type: none"> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. Implement strategies and monitor progress in achieving a personal nutritional health plan. 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. Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5	<p>Students will be able to...</p> <ul style="list-style-type: none"> • know that the primary source of fires in the home is in the kitchen • understand that the Fire Triangle is made up of three components: fuel, oxygen, and heat • understand that if you take one of the components above out, a fire cannot sustain itself • recognize that unattended cooking is the primary cause of fires • understand the measures to prevent food-borne illness which are cook, chill, clean, and separate • know the proper procedures in using various kitchen appliances that includes stove, oven, blender, hand mixers, can openers, and food processors • know the proper procedures in handling knives • demonstrate fairness, cooperation, and equity in completing a group task • follow a recipe to cook a healthy and delicious meal in a timely manner • develop expertise through research about a problem and make a claim to support a solution • work as a contributing member of a team to achieve specific outcomes • show respect for divergent points of view by acknowledging them • recognize how digital media impacts a person's perspective • show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality • apply technology to enhance meaning, communication and productivity 	<ul style="list-style-type: none"> • Direct instruction • Demonstrations on using appliances • Research and report on food safety topic • Cooking labs/student preparing various healthy meals • Field Trip to explore cultural cuisine • Guest Speakers from food related field 	<ul style="list-style-type: none"> • Videos-Knife Knowledge 101, Food Safety, Kitchen Math, Table Etiquette • Guest Speakers from food industry • Various articles on food safety • Food Safety and Inspection Service FSIS.USDA.gov • 10 Myths about Food Poisoning • How to Keep Food Safe by Lindsay Moyer
Key Vocabulary	Fire Triangle, Kid Fre Zone, Unattended Cooking, Temperature Danger Zone, Chemical Leavening Agents, USDA, FDA, Ecoli, Salmonella, Listeria, FATTOM, Teff, Buckwheat, Xanthan Gum, Pairing Knife, Serrated Knife, Mince, Dice		
Evidence of Learning	Kitchen and Knife Safety Quiz Food Safety Quiz Food Lab Responsibility Rubric		
Interdisciplinary Connections	English Language Arts: <ul style="list-style-type: none"> • NJSLA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 		

	<ul style="list-style-type: none"> • NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.
Diversity, Equity, & Inclusion	<p>Students will research best health and safety practices from multiple cultures and perspectives. (Markets, Restaurants)</p> <p>Students will participate in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences about the value of nutrition and wellness while applying content knowledge, integrating concepts across disciplines, and applying pro-social critical thinking skills.</p> <p>Student materials will include names and images that reflect diversity to include people of different cultures and backgrounds as well those with disabilities.</p>
Computer Science and Design Thinking	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible options.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p>

Social Emotional Learning	SELF-AWARENESS & RESPONSIBLE DECISION-MAKING: Students are building responsible decision making skills by substituting healthier ingredients in cooking and following safety protocols.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit IV: Sports Nutrition and Careers (1 Weeks)

Core Ideas	Athletes need to be especially mindful of nutrition because of the amount of energy expended during sports activities. Career opportunities exist for individuals who have a passion for food.
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	<p>Wellness embodies actions that benefit yourself and others.</p> <p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>
Essential Questions	<p>What nutrients are needed in an athlete's diet to fuel their bodies before, during and after competition?</p> <p>What are the dietary supplements that aid athletes?</p> <p>What are the risks of consuming dietary supplements?</p> <p>What is nutrient timing?</p> <p>What is glycogen?</p> <p>What is the best recovery drink after a workout?</p> <p>How to calculate the carbohydrate % of Sports drinks?</p> <p>What are the various careers within the food industry?</p> <p>What is the skill set needed to become employable in the various careers within the food industry?</p>
Enduring Understanding	<p>Good nutrition is important for an active lifestyle.</p> <p>Students will learn how to fuel their bodies before, during and after workouts.</p>
Practice	<p>Attending to personal health, emotional, social and physical well-being:</p> <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Engaging in an active lifestyle:</p> <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Making decisions:</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self:</p> <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals:</p> <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>
Performance Expectations	<ul style="list-style-type: none"> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5	Students will be able to... <ul style="list-style-type: none"> identify the nutrients that athletes need to fuel their bodies before, during and after the competition know of the different dietary supplements that aid athletes understand the risks of using dietary supplements identify the various careers within the food industry understand the educational and skill requirements of each field develop expertise through research about a problem and make a claim to support a solution work as a contributing member of a team to achieve specific outcomes show respect for divergent points of view by acknowledging them recognize how digital media impacts a person's perspective show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality apply technology to enhance meaning, communication and productivity 	<ul style="list-style-type: none"> Direct Instruction Student Collaboration Guest speakers Field trip various Cultural restaurants Video- <i>Eat to Win</i> View 5 Hour Energy commercial and evaluate the message 	<ul style="list-style-type: none"> Video-<i>Eat to Win</i> Guest Speakers Protein Requirements How to Read a Sports Drink Label Nutrient Timing Body Shop readworks.org Fuel for Young Athletes Glycemic Index Dietary Supplements
Key Vocabulary	Nutrient Timing, Glycemic Index, Protein Requirements, Dietary Supplements		
Evidence of Learning	Sports Nutrition Quiz Sport Nutrition BlooKet Review		
Interdisciplinary Connections	English Language Arts: <ul style="list-style-type: none"> NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 		


	<ul style="list-style-type: none"> • NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.
Diversity, Equity, & Inclusion	<p>Analyze professional athletes diets from various cultural backgrounds.</p> <p>Students will gain an understanding of service and the value of helping others.</p> <p>Students will participate in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences about the value of nutrition and wellness while applying content knowledge, integrating concepts across disciplines, and applying pro-social critical thinking skills.</p>
Computer Science and Design Thinking	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible options.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.3.HT -RFB.9: Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p> <p>9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.</p> <p>9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.</p> <p>9.1.8.RM.3: Evaluate the need for different types of warranties.</p> <p>9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.</p>
Social Emotional Learning	<p>RESPONSIBLE DECISION-MAKING: Students are building responsible decision making skills by properly fueling their body before, during and after workouts.</p> <p>Students are becoming educated consumers with regard to dietary supplements.</p>

Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit V: Service Learning (3 Weeks)	
Core Ideas	Wellness embodies actions that benefit yourself and others.
Essential Questions	What are the major food related health crisis in America Why is it important to give all populations access to healthy food.

	<p>What is the Farm Bill?</p> <p>How many Americans are living below the poverty line?</p> <p>What is SNAP?</p> <p>In what period of our nation's history did our nation solve the hunger problem?</p> <p>What actions can individuals take to end hunger?</p> <p>What is the demographic of the people who receive food stamps?</p> <p>What are the reasons why the federal government subsidizes calorie dense/low nutrient food?</p> <p>What is the mission of Project Linus?</p> <p>What are the considerations that need to be taken into account to donate blankets?</p> <p>What are the benefits in engaging in service learning activities?</p>
Enduring Understanding	<p>Students will identify, analyze and formulate a plan to act to end hunger in America. Being aware of community and nationwide problem leads to self awareness, problem solving, connectedness and volunteer skills. By volunteering for Project Linus, students learn new skills, nurture relationships and builds self confidence.</p> <p>Citizenship speaks to interrelated nature of our actions that positively impact or mitigate negative impact on other people, organizations, and the environment.</p>
Practice	<p>Attending to personal health, emotional, social and physical well-being: Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Engaging in an active lifestyle: Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Making decisions: Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals: Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>
Performance Expectations	<ul style="list-style-type: none"> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. Implement strategies and monitor progress in achieving a personal nutritional health plan.

		<ul style="list-style-type: none"> 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. Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. 	
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5	Students will be able to... <ul style="list-style-type: none"> name obesity and Type 2 Diabetes as the two major food related health crises in America understand that providing healthy food to all populations creates opportunities for upward mobility and lowers health costs understands the Farm Bill legislation recognize the extent of the number of people living below the poverty line know that SNAP is the federal program termed Supplemental Nutrition Assistance Program formally known as Food Stamps that offers nutritional assistance to low income families identify the period of time when the hunger issue in America was non-existent develop strategies to effect federal and state legislation to end hunger recognize that the food stamp recipients extend across all demographics understand why the federal government subsidizes certain crops Identify that the mission of Project Linus is to provide blankets for critically ill children understand that the considerations for the blankets include: friendly colors, be home made, washable, free of pins, and come from a smoke free materials environment recognize that hand crafting contributes to personal wellbeing and donating contributes to society understand the value of altruistic behavior, gaining perspective from an older generation, and creating opportunities for seniors to be involved in service learning develop expertise through research about a problem and make a claim to support a solution work as a contributing member of a team to achieve specific outcomes show respect for divergent points of view by acknowledging them recognize how digital media impacts a person's perspective 	<ul style="list-style-type: none"> Direct Instruction Student Collaboration Guest speakers From Center for Food Action Write letters to members of Congress Conduct a Healthy Food Drive Map the Gap – Feeding America Virtual Food Shopping on a SNAP budget Place at the Table discussion questions SNAP Awareness worksheet Food Stamped discussion questions 	<ul style="list-style-type: none"> Video -Portion Size Me by Learning Zone A Place at the Table by Magnolia Video -Food Stamped by Shira and Yoav Potash Nutrition Action Health Letter <ul style="list-style-type: none"> Video – Crochet Basics What are the psychological effects of Hunger on Children? By America Psychological Association Why Low Income and Food Insecure People are Vulnerable to Overweight and Obesity by FRAC Hunger in America by Feeding America

	<ul style="list-style-type: none"> • show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality • apply technology to enhance meaning, communication and productivity 		
Key Vocabulary	Food Desert, Food insecurity, Poverty, Obesity, Food Banks, WIC (Women Infant Children) SNAP (Supplemental Nutrition Assistance Program, Crochet, Chain Stitch, Double Crochet, Skein, Project Linus		
Evidence of Learning	 <p>Letter to Senator Booker</p>		
Interdisciplinary Connections	<p>English Language Arts:</p> <ul style="list-style-type: none"> • NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 		

	<p>evidence.</p> <ul style="list-style-type: none"> • NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.
Diversity, Equity, & Inclusion	<p>Students will gain an understanding of service and helping others.</p> <p>Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences about the value of nutrition and wellness while applying content knowledge, integrating concepts across disciplines, and applying pro-social critical thinking skills.</p> <p>Diversity in the classroom will be openly discussed and celebrated, to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews.</p> <p>Student materials will include names and images that reflect diversity to include people of different cultures and backgrounds as well those with disabilities.</p>
Computer Science and Design Thinking	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible options.</p> <p>9.1.8.A.6: Explain how income affects spending decisions.</p> <p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.</p>

	<p>9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.</p> <p>9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</p> <p>9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans)</p> <p>9.1.8.CP.1: Compare prices for the same goods or services.</p> <p>9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.</p> <p>9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores</p> <p>9.1.8.CP.4: Summarize borrower’s credit report rights.</p> <p>9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p> <p>9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.</p> <p>9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.</p> <p>9.1.8.PB.3: Explain how to create budget that aligns with financial goals.</p> <p>9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family)"</p> <p>9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</p> <p>9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.</p> <p>9.1.8.PB.7:Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p> <p>9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.</p> <p>9.1.8.EG.2: Explain why various sources of income are taxed differently.</p> <p>9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.</p> <p>9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.</p> <p>9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.</p> <p>9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.</p> <p>9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.</p> <p>9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).</p> <p>9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.</p>			
Social Emotional Learning	SELF-AWARENESS & EMPATHY: Students will have the opportunity to positively impact their own sense of well-being as well community.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal

	<ul style="list-style-type: none"> • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<p>goals, keep records and monitor their own learning progress</p> <ul style="list-style-type: none"> • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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