

# Unit Plan Template

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School City, State	Wolcott, NY 14590
<b>Unit Overview</b>	
<b>Unit Title</b>	
Reading Nutrition Labels	
<b>Unit Summary</b>	
Students will be able to read and understand the main parts of a Nutrition label in order to make healthy food choices.	
<b>Subject Area</b>	
Home and Careers	
<b>Grade Level</b>	
7 <sup>th</sup>	
<b>Approximate Time Needed</b>	
(10) 40 minute classes	
<b>Unit Foundation</b>	
<b>Targeted Content Standards and Benchmarks</b>	
1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	
<b>Student Objectives/Learning Outcomes</b>	
Able to choose healthy foods by reading the nutrition label Understand how to make substitutions in food choices to make it healthier Can find the six essential nutrients needed on the Nutrition Label - protein, fat, carbohydrates, minerals, vitamins and water	
<b>Curriculum-Framing Questions</b>	
<b>Essential Question</b>	How do we decide what foods we will eat?
<b>Unit Questions</b>	How can a nutrition label help you make good food choices? What information on a Nutrition Label might be helpful to you when choosing a certain food?
<b>Content Questions</b>	Which essential nutrient(s) should be consumed in limited amounts? Which essential nutrients are considered to be the "good nutrients"?
<b>Assessment Plan</b>	
<b>Assessment Timeline</b>	

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• K-W-L Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Questioning</li> <li>• Food Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Share</li> <li>• Student work or worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Finished Projects – Pizza Boxes with Labels</li> </ul>

**Assessment Summary**

Before the project begins, I will assess the students’ knowledge with the use of questioning and K-W-L Charts. While working on the project, the students will keep food journals that list the foods they eat as well as nutrition information that I have requested. They will analyze their choices using teacher made worksheets/graphic organizers. Questioning and Peer Share will be used as well to prompt further thought on the subject. After the Project is completed (Pizza Boxes with Labels made based on the ingredients they used), each student will be able to use graphic organizers to evaluate which group made the healthiest pizza based on the group’s labels.

**Unit Details**

**Prerequisite Skills**

Knowledge of the 6 Essential Nutrients, graphic organizers

**Instructional Procedures**

- Plan Lab – in groups of 4
- Gather ingredients – what the groups have chosen to make their healthy pizzas
- Save labels – will be used to make calculations for each pizza
- Make pizzas
- Design Pizza Boxes – to advertise their pizzas
- Use ingredient labels to calculate nutrition information – using graphic organizers and calculators to calculate the amounts of each nutrient and part of a label
- Make a video commercial “selling” their pizzas to others
- Peer evaluate to discover who’s pizza is the healthiest based on the labels

**Accommodations for Differentiated Instruction**

**Resource Student**

Work with a partner, use of calculators and graphs, teacher proximity (ease of help), extra time

<b>Nonnative English Speaker</b>	Provide visuals (text, picture and graphs), model activities, group with others who are verbally/communicatively strong	
<b>Gifted Student</b>	Allow ability to go deeper in the material, pair with a student who may need the extra help, group leader, become an expert	
<b>Materials and Resources Required For Unit</b>		
<b>Technology – Hardware</b> (Click boxes of all equipment needed)		
<input type="checkbox"/> Camera	<input type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera	<input type="checkbox"/> Projection System	<input type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	
<b>Technology – Software</b> (Click boxes of all software needed.)		
<input type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input type="checkbox"/> Word Processing
<input type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input type="checkbox"/> Encyclopedia on CD-ROM		
<b>Printed Materials</b>	recipes	
<b>Supplies</b>	Food boxes (to refer to labels), pizza boxes, video camera, computer	
<b>Internet Resources</b>	www.Nutritiondata.com	
<b>Other Resources</b>	Pizza lab in kitchen	

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