

Middle-level CTE Learning Experience Title: Nutrition and Health Claims (Snacks) Educator: Tracy Henry, Shaker JHS Length of Lesson: 16 days (40 minute periods) Grade Level: 8	CTE Area: Family and Consumer Sciences CTE Theme: Health, Safety, and Wellness CTE Content: Nutrition and Wellness Date Created: April 15, 2019
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PLANNING	
Curriculum Goal	<p>Students observe and note nutrition and health claims made on a variety of food packages for different types of food items. Students will arrange the foods from most healthy to least healthy based on the claims made on the packages. Students will research the meanings for nutrient or health claims as defined by the Nutrition Labeling and Education Act (NLEA). Then, students will decide whether they would like to rearrange the order of the foods based on their understanding of the definitions. Discuss the usefulness of nutrient and health claims found on food packaging.</p> <p>Students recreate a favorite snack food in a more healthful form.</p>
Essential Question(s)	<p>What knowledge and skills are needed for individuals to consistently promote and practice safe and healthy behaviors that encourage wellness in home, school, workplace, and community setting?</p> <p>What knowledge and skills are necessary to demonstrate introductory skills for planning, selecting, purchasing, preparing, serving, and storing nutritious foods?</p>
National Standards	<p>Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices</p> <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 3. Attend to personal health and financial well-being 5. Consider environmental, social, and economic impacts of decisions 8. Utilize critical thinking to make sense of problems and persevere in solving them 12. Work productively in teams while using cultural global competence <p>National Standards for Family and Consumer Sciences Education http://www.nasafacs.org/</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the lifespan</p> <ol style="list-style-type: none"> 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices 14.1.5 Analyze legislation and regulations related to nutrition and wellness <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p> <ol style="list-style-type: none"> 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance

	<p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness</p> <p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span</p> <p>14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs</p> <p>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods</p> <p>14.5 Evaluate the influence of science and technology on food composition, safety, and other issues</p> <p>14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods</p>
<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>NYS Learning Standards for Family and Consumer Sciences Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health</p> <p>Standard 3: Resource Management Students will understand and be able to manage their personal and community resources</p>
<p>Learning Objectives</p>	<p>Health, Safety, and Wellness</p> <p>1. Health Practices</p> <p>Students will</p> <p>c) Identify personal health practices that promote overall good health</p> <p>e) Identify sources of health information and ways to determine the reliability of the information found</p> <p>f) Describe how an individual's health status impacts performance of tasks at home, at school, and in workplace and community settings</p>

	<p>Nutrition and Wellness</p> <p>1. Culinary Management</p> <p>Students will</p> <ul style="list-style-type: none"> b) Demonstrate safety and sanitation procedures when handling food and equipment c) Demonstrate accurate measuring of dry/solid, liquid, and small quantity ingredients d) Prepare a simple recipe i) Practice food sharing behaviors that show consideration for other cultures and promote social acceptance <p>2. Nutrition Across the Lifespan</p> <p>Students will</p> <ul style="list-style-type: none"> a) Identify nutrient groups, common sources of nutrients, and nutrient requirements across the lifespan b) Describe the relationship of nutrition and physical activity to the wellness of individuals and families c) Identify sources of authentic and credible dietary information d) Identify psychological influences on nutrition and food choice relating to diet 	
Vocabulary	<p>Academic</p> <p>Claim, Data, Hypothesis, Texture, Declaration, Bilingual, Aggregate, Disclosure, Standardized, Exemptions, Tabular, Misleading, Minimize, Maximize, Compare, Brand, Lean, Energy, Gram, Ingredient, Active, Lifestyle, Source, Avoided, Limited, Derived, Compliance, Reduced</p>	<p>Content</p> <p>NLEA, Calorie, Calories from fat, Complex Carbohydrate, Simple Carbohydrate, Total Carbohydrate, Sugars, Added sugars, Fiber, Dietary Fiber, Dietary fiber, Protein, High fructose corn syrup, Partially hydrogenated oil, Hydrogenated Oil, Trans fat, Saturated fat, Total Fat, Cholesterol, Sodium, Serving size, Servings per container, % Daily Value, Daily value (DVs), Nutrients, Genetically engineered, Organic, Fat Free, Sugar Free, Low Cholesterol, Low Sodium, Low Calorie, Lite, Reduced, Healthy, Supplement, Vitamin A, Vitamin C, Calcium, Iron, Vegan, Dehydrated, Soy, Citric Acid, Processed, Natural Flavor, Nitrates, MSG, Vitamins, Minerals, Daily Diet, Excellent Source, Good Source, Allergens</p>
Materials and Resources	<p>Qualities of a Favorite Snack response sheet, nutrition labels for favorite snacks, anonymous labels for snacks, snack list, computers, kitchen lab facilities, MyFitnessPal app, writing utensils, survey for staff, ingredients for creation of snacks, packaging materials, project rubrics, comment forms</p> <p>Survey Monkey (Day 3) https://www.surveymonkey.com/</p>	

	<p>NLEA (Day 4) https://www.fda.gov/inspections-compliance-enforcement-and-criminal-investigations/inspection-guides/nutritional-labeling-and-education-act-nlea-requirements-894-295#Serving%20Size FDA-Nutrition Label Changes (Day 4) https://www.fda.gov/media/99331/download CDC- Nutrition Facts Label (Day 4) https://www.cdc.gov/nutrition/strategies-guidelines/nutrition-facts-label.html The New Nutrition Facts Label (Day 4) https://www.g-wlearning.com/foodsandnutrition/2258/resources/nutritionfactspanellesson.pdf Dietary Guidelines- Healthy Eating Patterns https://health.gov/dietaryguidelines/2015/guidelines/chapter-1/a-closer-look-inside-healthy-eating-patterns/ My Fitness Pal https://www.myfitnesspal.com My Plate https://www.choosemyplate.gov</p>		
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	<p>Day 1- Teacher hands out a student response sheet, “Qualities of a Favorite Snack,” and asks students to complete it individually.</p> <p>Teacher arranges students into small groups. Groups will conduct a class tally to find out the top 3 favorite snacks of the class.</p> <p>The teacher guides a class discussion about the qualities those favorite snacks have, such as texture, size, shape, taste, etc.</p>	<p>Day 1- Individually, students fill out the sheet “Qualities of a Favorite Snack.”</p> <p>Students join assigned groups to share their ideas about the qualities of their favorite snacks. Groups conduct a tally activity to determine the top 3 snacks for the class.</p> <p>Students participate in the class discussion focusing on the qualities of the favorite snacks and describing how the top 3 snacks exemplify those qualities .</p>	<p>40min 10 min</p> <p>10 min</p> <p>20 minutes- class discussion with vocabulary included</p>
Do-now/Hook	Day 2- The teacher displays a variety of nutrition labels from popular snack foods around the room. The labels are numbered, and do not show product advertising (such as brand name), so they are anonymous.	Day 2-	40min 5 min

	<p>Teacher provides each student with a list of the snack names and a numbered recording sheet.</p> <p>Teacher reveals the snack name for each of the labels.</p> <p>Teacher provides a brief direct instruction lesson on qualities of healthful snacks.</p>	<p>Students read the nutrition labels on display and try to match up the label with the snack they believe it belongs to. Students record their guesses.</p>	<p>15 min</p> <p>10 min</p> <p>10 min</p>
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 3- Teacher asks students how they could find out what snacks are the most popular in the school building (survey). Teacher leads a brief discussion on ways data is collected, including through surveys.</p> <p>Teacher arranges the class into small groups, Each group will develop a survey (or other form of data collection) to discover which snacks are most popular in the school building.</p> <p>As needed, the teacher will facilitate group work and assist the students in creating a survey. Teacher shares links for producing surveys, such as: Survey Monkey https://www.surveymonkey.com/</p> <p>Teacher leads the student groups in sharing their survey ideas.</p>	<p>Day 3- The students determine how they will discover which snacks are the most popular in the school building (survey).</p> <p>Students work in groups to create surveys (or other form of data collection) to discover which snacks are most popular in the school building.</p> <p>Student groups share their survey ideas with the class.</p>	<p>Day 3- 10 minutes</p> <p>20 min</p> <p>10min</p>

	<p>Teacher facilitates the survey distribution throughout the school, following school protocols.</p> <p>Day 4- Teacher places nutrition fact labels on student tables. Students will use these labels to identify the types of information found on nutrition facts labels.</p> <p>Once a table group has finished with the labels, the teacher provides a worksheet which requires students to read a label and answer some questions (formative assessment). An example of a worksheet to use is: The New Nutrition Facts Label https://www.gwlearning.com/foodsandnutrition/258/resources/nutritionfactspanellesson.pdf</p> <p>Teacher reviews the answers to the worksheet and checks for understanding to make sure students feel confident in reading and analyzing a food label.</p> <p>Days 5-7 Teacher will have a variety of</p>	<p>Day 4- In table groups, students read the information on the labels placed on their tables. The goal is for students to identify the types/categories of information they can obtain by reading a nutrition facts label. As a reference, students may use CDC- Nutrition Facts Label: https://www.cdc.gov/nutrition/strategies-guidelines/nutrition-facts-label.html FDA-Nutrition Label Changes (Day 4) https://www.fda.gov/media/99331/download</p> <p>Students work individually on the worksheet which tests their knowledge of how to read a nutrition facts label (formative assessment).</p> <p>Students participate in class discussion to review the worksheet. Students make revisions to incorrect or incomplete answers.</p> <p>Days 5-7</p>	<p>Survey data must be available for student use on Day 8.</p> <p>40min 10min</p> <p>10min</p> <p>20min</p> <p>40 min x 3 days</p>
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	<p>nutrition facts labels displayed on tables. The labels on each table will represent a single category, and each table will be different (ex: Table 1-cereals; Table 2- beverages; Table 3-chips; Table 4-energy bars; and so on).</p> <p>Teacher arranges students into small groups and assigns each group to a table.</p> <p>Teacher introduces the Nutrition Labeling and Education Act (NLEA) and explains how the NLEA requirements have evolved over time.</p> <p>Teacher walks students through the NLEA website, highlighting areas where information is still relevant to current nutrition labels.</p> <p>NLEA: https://www.fda.gov/inspections-compliance-enforcement-and-criminal-investigations/inspection-guides/nutritional-labeling-and-education-act-nlea-requirements-894-295#Serving%20Size</p> <p>Teacher provides students with a response sheet that will guide groups' analyses of the labels on their tables.</p> <p>Teacher announces that the goal of the activity is to put the labels in order from the healthiest to the least healthy product. Students should use their notes from</p>	<p>Students join their assigned table groups and attend to the teacher's presentation of the NLEA website. This is one resource the group will use for this activity.</p> <p>Each group analyzes the labels on their table and completes the response sheet, comparing the information from the labels they assessed.</p> <p>Students arrange the labels in order the healthiest to the least healthy product. Students should use their notes from previous classes, in addition to the NLEA webpage.</p>	<p>15 min</p> <p>25 min</p> <p>40 min(Day 6)</p>
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	<p>previous classes, in addition to the NLEA webpage.</p> <p>Teacher checks the order the students came up with. Teacher asks students how they came to their conclusion. If the order the students generated has errors, the teacher can guide students to think more about their decisions, recheck resources, and make changes as needed.</p> <p>Teacher provides students with a Part 2 worksheet, which they will receive once their food labels are correctly arranged.</p> <p>Part 2 will guide student groups to:</p> <ul style="list-style-type: none">• develop a paragraph which explains, in detail, the reasons why they ordered the foods in the way that they did• turn the paragraph into a presentation, in which all members of the group participate.• practice the presentation until all group members feel confident and are able to say their sentences in a loud, clear voice and maintain eye contact. <p>The teacher will encourage students to practice the presentation multiple times and have their sentences memorized, like a script. If certain groups finish early, the teacher will encourage them to create visuals for the</p>	<p>Once their analysis is complete, students should ask the teacher to check their decisions. Guided by the teacher, students think more about their decisions, recheck resources, and make changes as needed.</p> <p>Once the group's food labels are accurately arranged, groups receive a Part 2 worksheet guiding them to:</p> <ul style="list-style-type: none">• develop a paragraph which explains, in detail, the reasons why they ordered the foods in the way that they did• turn the paragraph into a presentation, in which all members of the group participate.• practice the presentation until all group members feel confident and are able to say their sentences in a loud, clear voice and maintain eye contact. <p>Groups may also prepare visuals to accompany their presentations</p>	
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	<p>presentation.</p> <p>Teacher reviews the purpose of the presentations. The teacher reminds all students to be respectful audience members, which includes applause for groups once they are finished presenting.</p> <p>Teacher provides students with evaluation forms and explains how to complete them.</p> <p>At the end of each presentation, the teacher will guide students through a Q&A (question and answer) session.</p> <p>Day 8- Teacher reminds students about the surveys they created (on Day 3)to discover their school's favorite snack foods.</p> <p>Teacher delivers a brief direct instruction lesson on how to analyze the data received from the surveys. Teacher distributes survey data to the class.</p> <p>Teacher arranges students into small groups. Students analyze the qualities of the popular snack and brainstorms ways they could recreate the snack to make it healthier. The teacher will monitor group</p>	<p>Student groups present:</p> <ul style="list-style-type: none"> • students in the group stand in front of the class holding the nutrition labels they analyzed. Students will stand in a row, so that the labels they hold are in order from the healthiest to least healthy product. • Students present. • Students in the audience members will fill out an evaluation form. • There will also be a question and answer period. <p>Day8-</p> <p>Students attend to teacher lesson.</p> <p>Students review data from the surveys to identify the most popular snacks in school.</p> <p>Students break into groups. Each group chooses a different popular snack. Students analyze the qualities of the popular snack and brainstorms ways they could recreate the snack to make it healthier.</p>	<p>40min (Day7)</p> <p>40min</p> <p>10min</p> <p>5min</p> <p>15min</p>
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	<p>work and assist as needed.</p> <p>Teacher collects a new product plan from each group.</p> <p>Day 9- Teacher returns product plans, including teacher comments and suggestions, to the student groups.</p> <p>Teacher explains the new project:</p> <ul style="list-style-type: none"> • Student groups will create their product in the culinary labs using proper measuring procedures and cooking techniques • Students will input all of the ingredients of their product into My Fitness Pal to create a nutrition facts label for their product. • Students will determine how to best package the product to make it convenient and attractive to the consumer. • Students will create an advertisement for their product using visuals, audio, video, etc. • Students will test their own first draft of the product and make changes as needed. • Final products will go to a panel of judges who will fill out an evaluation form. • Students will have a project rubric to make sure they are meeting all of the criteria. 	<p>Students develop a new product plan and submit the plan to the teacher.</p> <p>Day 9- Students receive their product plans back.</p> <p>Students attend to the teacher presentation of the new project.</p>	<p>10min</p> <p>40min</p> <p>20min</p>
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	<p>The teacher will monitor groups, answer questions and assist when needed.</p> <p>Teacher will obtain supplies.</p> <p>Days 10-15- Teacher shares the project rubric with the students detailing showing how they will be assessed.</p> <p>The teacher will provide resources for students to complete each step of the project.</p> <p>The teacher will invite school leaders, teachers, and community experts to be on the panel of judges for the final products.</p> <p>Day 16- Teacher facilitates the student evaluations of their project work;</p> <ul style="list-style-type: none"> • judges' comment forms • individual self evaluations • group project rubric 	<p>Students review the suggestions from the teacher and work on a final plan.</p> <p>Final plans must include a list of ingredients for and other supplies they will need to create their product.</p> <p>Days 10-15- Students review the rubric.</p> <p>Student groups will create their product in the culinary labs:</p> <ul style="list-style-type: none"> • Student groups will use proper measuring procedures and cooking techniques • Students will input all of the ingredients of their product into My Fitness Pal to create a nutrition facts label for their product. • Students will determine how to best package the product to make it convenient and attractive to the consumer. • Students will create an advertisement for their product using visuals, audio, video, etc. • Students will test their own first draft of the product and make changes as needed. • Final products will go to a panel of judges who will fill out an evaluation form. • Students will refer daily to the project rubric to make sure they are meeting all of the criteria. <p>Day 16- Students will read and reflect upon the evaluation forms the panel of judges filled out based on their snack product. Students will fill out individual self-reflections outlining how they felt about the project, how they think their group did and what they learned.</p>	<p>20min</p> <p>40min x 6 days</p> <p>40min</p>
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		Students will also reflect with their groups using the project rubrics and give themselves a grade based on completion of tasks.	
Differentiation	Students will be grouped by their abilities and interests. The teacher will provide support where needed. Students will have a variety of learning styles incorporated into each lesson involving hands on, group work, individual work, technology usage, visuals etc. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.		
Closure	Students will read and reflect upon the evaluation forms the panel of judges filled out about their snack product. Students will fill out individual self-reflections outlining how they felt about the project, how they think their group did and what they learned. Students will also reflect with their groups using the project rubrics and give themselves a grade based off of completion of tasks.		
ASSESSMENT			
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential.	Listens to others' points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	Does not listen to group's opinions and ideas; wants things done own way.
Listens and Speaks when Appropriate	Engages in conversations/ discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen.	Engages in conversations/ discussions and understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.
Reads and Interprets Workplace Documents	Reads, interprets, and applies workplace documents correctly and with ease (e.g., instructional manuals, work orders, invoices, memorandums).	Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Reads but misinterprets and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).
Shares Responsibility	Motivates members to share contributions equally by valuing all members' ideas and contributions.	Participates in and contributes to group's work. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect others' ideas.

Middle-level CTE
Learning Experience Template
March 2019

Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Works Effectively with Diverse Teams	Always listens to, shares with, and supports the efforts of others. Uses respectful and appropriate statements, responses, and body language.	Listens to, shares with, and supports others. Statements and responses are respectful, and appropriate body language is exhibited.	Most statements, responses, and body language are respectful, with only an occasional negative tone. Does not always listen to, share with, or support the efforts of others.	Statements, responses, and/or body language are not respectful. Rarely listens to, shares with, and supports the efforts of others.
Follows Procedures	Consistently and conscientiously follows all established procedures, avoids taking shortcuts or ignoring rules.	Follows all established procedures, avoids taking shortcuts or ignoring rules.	Usually follows established procedures.	Is unaware of and/or ignores procedures.
Maintains Health	Seamlessly manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) with clear insight on its effect on work-related tasks.	Manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) and understands its effect on work-related tasks.	Minimally manages health, with some effect on negative work-related tasks.	Fails to manage health, with resulting negative effect on work-related tasks.
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.	Thoroughly evaluates information researched using internal and external validation.	Evaluates information researched but not thoroughly.	Does not evaluate information.
Contributes New Ideas	Appropriately contributes new and innovative ideas based on reliable resources.	Often contributes new and innovative ideas based on known and reliable resources and skills.	Contributes some new and innovative ideas based on known resources and skills.	Rarely contributes new ideas as skills and resources are not developed enough.
Demonstrates Originality and Inventiveness	Consistently demonstrates creativity in new situations.	Demonstrates creativity in many new situations.	Demonstrates creativity but does not always understand how to express it.	Does not demonstrate creativity.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.