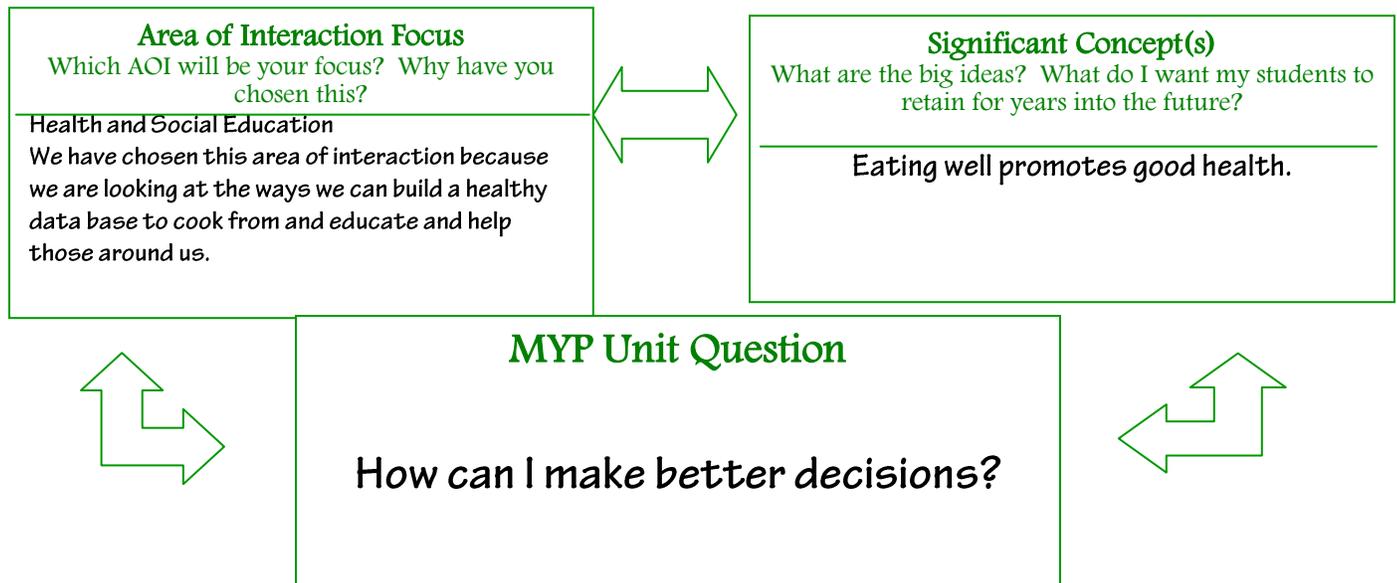


Lifetime Nutrition MYP unit planner

Unit Title	You are what you eat.
Teacher	Gibbons- Food Nutrition Unit
Subject and Grade Level	All
Time frame and duration	First Quarter, 3 weeks

Stage 1: Integrate significant concept, area of interaction and unit question, and ensure it can be assessed.



Assessment

What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?

Unit Introduction – During the first week of the unit, students will do a reflection journal responding to the unit’s guiding questions. The questions will allow students to analyze and make changes to recipes in order to build a healthy recipe base. Students will have the option to share their responses in class.

Unit Reflection – At the conclusion of the unit, students will do a second reflection journal responding to the unit’s guiding questions. We will discuss our learning throughout the unit as well as building and designing our cookbooks with recipes and healthy tips. Students will have a “Healthy Survival” Guide to live by and refer back to for years to come.

Which specific MYP objectives will be addressed during this unit?

Design Cycle: Investigate, Plan, Create, Evaluate, and Attitudes in Technology.

Which MYP assessment criteria will be used?

Please see subject specific assessment criteria:

Rubrics A-F

Stage 2: Backward planning: from assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from my course overview) are going to be used to enable the student to respond to the guiding question?
What (if any) standards/skills are to be addressed?

TEKS:

130.245.1 Lifetime Nutrition and Wellness

Approaches to Learning

How will this unit contribute to the overall development of subject-specific and general AtL skills?

Students bringing supplies, Respecting Others, Contributing to the class discussion, Helping others in the group be successful, Completing work on time and fully.

Activities

Students will complete a research based whole-class project. Each student will design and build a cookbook. The students will then base their research on the MYP unit questions. They will research, decorate, design, and build their own cookbook from recipes we use in class and recipes they share with each other. Student projects will be on display in the classroom the last week of school. Cookbooks will include: food pyramids, recipes, healthy tips, cook tips, cooking tools tips, measuring guides, conversion charts, and evaluations about certain recipes, and links to helpful websites.

Learning Experiences

How will students know what is expected of them? Will they see examples, rubrics, templates, etc?
How will students acquire the knowledge and practice the skills required? How will they practice and apply these?
Do the students have enough prior knowledge?

Students will complete a unit introduction that introduces the main theme, Areas of Interaction and guiding questions. With projects, they will be given the rubric when the project is assigned and explained. They will also be shown student and teacher examples.
Students will practice the skills taught throughout the unit in labs, individual/partner work, small and whole group activities, formal assessments and projects.

Teaching Strategies

How will we use formative assessment to give students feedback during the unit?
What different teaching methodologies will we employ?
How are we differentiating teaching and learning for all?
Have we considered those learning in a language other than their mother tongue? Have we considered those with special educational needs?

Projects will be student-assessed, teacher-assessed and corrected (if needed).
Tests, quizzes, classwork and homework assignments will be graded by teacher, student or whole class, to give timely feedback. Students will be allowed to complete corrections.
Recipes will be tested, analyzed, and evaluated. Students will budget, analyze and finalize shopping lists and equipment needed for each recipe.

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Beyond the class and the book:

Miss Gibbons' library of cookbooks

Websites

Supply lists

Presentations from Culinary Schools

Class library of cookbooks.

Videos from famous chefs

Videos of kitchen safety and culinary tips