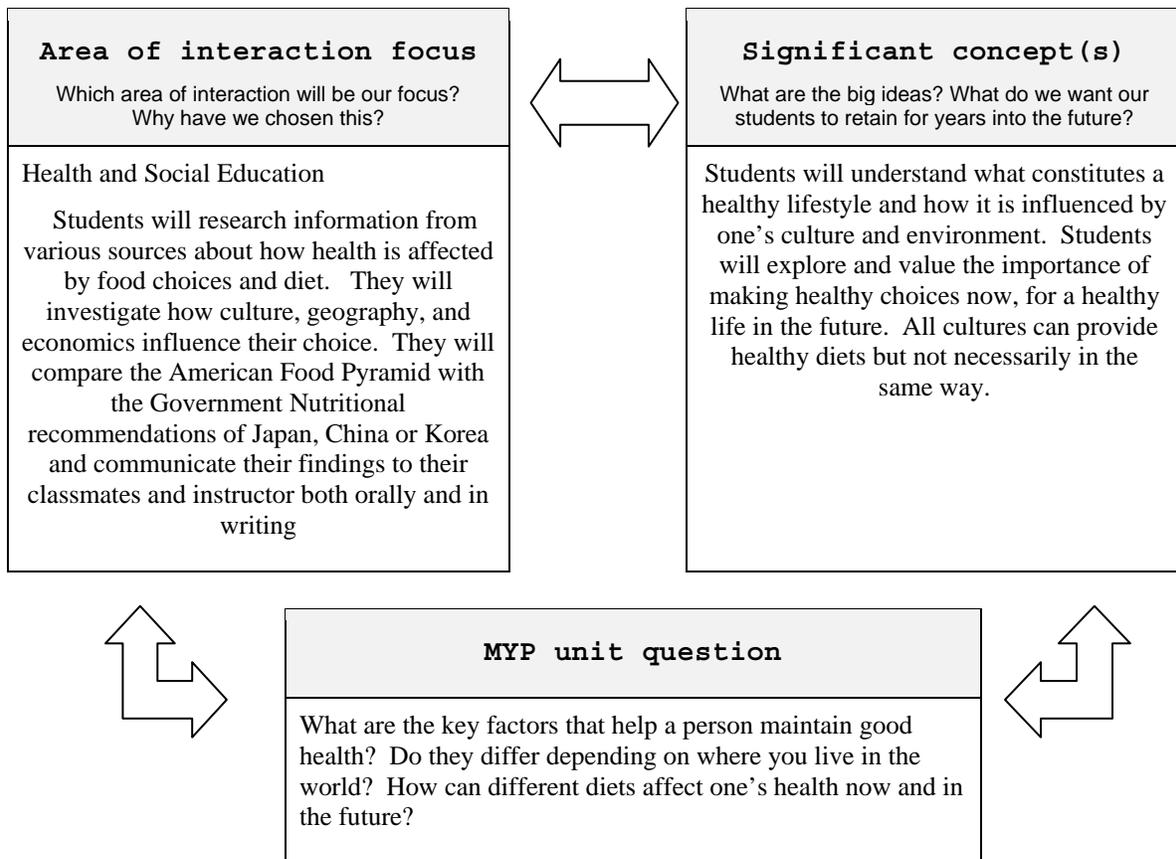


MYP unit planner

Unit title	Where in the world can I find a healthy diet? China – Korea - Japan
Teacher(s)	Donna Shurr
Subject and grade level	Foods/Nutrition and Wellness – Year 5/Grade 10
Time frame and duration	2 weeks – 10 days

Stage 1: Integrate significant concept, area of interaction and unit question



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?

Working in pairs, the students will present a power point, exhibit board, skit or performance, video, or brochure to demonstrate that the student understands that the geography, economics, and culture of their chosen country influences the type of food eaten, and the health of its citizens.

Students will be assessed according to the Technology Criteria from the IB-MYP Rubric

The final report is assessed by the student, peers, and teacher using a pre-determined rubric.

Which specific MYP objectives will be addressed during this unit?

Investigate

- Students will collect, analyze, organize and evaluate information regarding the nutritional education provided to the citizens of their chosen country.
- Students will research the country's geography and economics and how they impact the availability of food for all citizens of their country.
- Students will research the type of diets and lifestyle of their chosen country, including attitudes towards smoking, drinking alcohol, exercise and eating patterns

Plan

- Students will design a presentation to be made to the foods and nutrition class
- Students will plan a power point, exhibit board, skit or performance, video, or brochure to present their information on their country

Create

- Students will create a presentation to be made to both the foods and nutrition class Students will plan a power point, exhibit board, skit or performance, video, or brochure to present their information on their country

Evaluate

- Students will evaluate their work throughout the process and after the presentations
- Students will work effectively as a member of a group

Which MYP assessment criteria will be used?

Assessment will be assessed according to the Technology Criteria from the IB-MYP Rubric

Criterion A – Investigate

Criterion B – Plan

Criterion C – Create

Criterion D – Evaluate

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

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Students will have previously learned the Dietary Guidelines for Americans and the Food Guide Pyramid. They will have been tested on their knowledge of the recommendations for Americans. Students would also have responded through discussion and short answer essay, to the question, "What can you do to ensure a healthy lifestyle?" They will be using this information as they learn about other countries and their dietary recommendations.

Students will use the skills they have learned to complete a web search on the internet on a specific target country Japan, China or Korea.

Students will already have been practicing Power Point Presentations and Publishing Software to develop presentations and brochures.

State standards 4.0.1 Make choices that promote wellness and good health for self and others.

4.0.1.1 Analyze factors that contribute to wellness.

4.0.1.2 Analyze effects of lifestyle choices on self and others.

4.0.1.3 Identify effects of nutrition on wellness.

State standards 4.0.2 Analyze interrelationship between food choices and wellness.

4.0.2.5 Identify and evaluate sources of nutrition information

4.0.2.8 Evaluate relationship between food choices, eating pattern, physical activity, and maintaining healthy body weight.

State standards 4.0.8 Identify strategies to promote optimal nutrition and wellness of society.

4.0.8.1 Identify community and national issues related to nutrition and wellness.

4.0.8.2 Identify and evaluate community resources and services for nutrition and wellness.

4.0.8.3 Recognize impact of food choices on environment and global community.

4.0.8.4 Analyze effects of governmental policies and regulations on nutrition and wellness of self, family, and society

Approaches to learning

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

As students **organize** their learning of their chosen country, they will make decisions on how they can best produce, present and communicate what they have learned.

During the process, students will be **reflecting** on the process of **creating**.

Students will **evaluate** how the knowledge learned in this project can help them in other subjects.

<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, and templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Students will have already completed the units on the Food Pyramid and Nutritional Recommendations for Americans.</p> <p>Student will have previously completed a power point presentation when they were studying micronutrients.</p> <p>Students would have previously used various software programs for other lessons.</p> <p>Students will be given an outline of the information that will be required in their presentations. This will help narrow their search for information.</p> <ul style="list-style-type: none"> •Day 1 - Students will do a web search on the chosen country • Day 2-3 -Students will use note taking skills to gather information (daily check on references) • Day 4 -Students will develop a plan for their presentation •Day 5-8 -Students will construct/write their presentation •Day 9-10 -Presentations <p>During the process, students will be reflecting on the process of creation.</p>	<ul style="list-style-type: none"> •Direct instruction by the teacher will model what is expected. This will be done by a demonstration by teacher and class discussion of the diet and customs of Americans and from personal experiences of teacher and students. •Guest presentations by exchange students on the food and culture and dietary guidelines from their countries •Teacher will assess using the Technology Assessment Criteria (Design Cycle) during the entire process. •Teacher will engage students in the following: <ul style="list-style-type: none"> •Direct instruction •Applying prior knowledge •Active computer research skills •Note taking skills •Use of Graphic Organizers •Informal questioning •Journal entries •Development of high quality presentations
<p>Resources</p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	
<p>Students are to access a web page prepared for them by the high school media specialist. They will use the tools provide to research and prepare their bibliography.</p> <p>http://www.quia.com/pages/jmiller30/shurr</p> <p>http://marilee.us/intrntlfoods.html</p> <p>http://cs-</p>	

www.cs.yale.edu/homes/hupfer/global/gastronomer.html

Text: Foods for Today. Glencoe publishers

Interviews with someone from the country: a parent, grandparent, friend, neighbour or adult from Kendal retirement community arranged by the teacher.

Call or visit a restaurant that serves food from the country you have selected.

Call the embassy of the country to see what information that they can give you.

Be creative.

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?



Figure 12
MYP unit planner