

# INTRODUCTION

## EL CIVICS NUTRITION UNIT

### Intermediate Level

**This guide will take you through the Nutrition 46.6 Objective:** *“Access resources for nutrition and information related to the purchase and preparation of healthy foods.”*

There are two tasks for this assessment at the Intermediate Level, Task 2 and Task 3. **Only Beginning level students complete Task 1.**

**In Task 2, given the USDA recommendations for a healthy diet and a short level-appropriate case study or picture prompt, student will list 6 unhealthy eating habits/food choices (IL=5, IH=6) of the family in the case study and make recommendations for changes the family can make.**

There are several teaching activities to achieve the objective. These are suggestions only and can be adapted to meet your students' specific needs.

Page 3: The first page of Task 2 contains a suggested list of activities and materials.

Page 4: **USDA Food Pyramid.** Students learn what is each category on the food pyramid.

Pages 5-7: **Pyramid Practice.** Students practice putting food in the correct categories.

Pages 8-15: **Assessment and Assessment Practice.** Students practice making healthier food recommendations.

Page 16: **Nutrition Rubric: Task 2**– The task is worth 12 points, which will be added to the Task 3 Rubric for the final score.

REMINDER - The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be “additional work for you and your students.” They are to be incorporated into your regular classroom activities.

**In Task 3, students complete an authentic writing task such as student will write a letter to a local agency (e.g., school, market, restaurant, etc.) delineating student's suggestions, requests, or complaints about a nutrition related issue. The student will communicate 5 pieces of information such as:**

- 1. Praises one aspect of a current program at an agency**
- 2. Offers a positive change to be made**
- 3. States why this change is important**
- 4. Gives at least two supporting details for suggesting change**
- 5. Concludes with a persuasive statement**

Page 17: The first page of Task 3 contains a suggested list of activities and materials.

Page 18: **Persuasive Group Activity.** Students work together in groups to practice creating a persuasive argument.

Pages 19-23: **Persuasive Letters.** Students practice writing persuasive letters with the use of powerful words, based on a nutritional topic of their choice.

Page 24: **Nutrition Rubric: Task 3.** The task is worth 20 points.

Page 25: **Nutrition Objective: Final Score**

**Instructors note total points for your level. At the intermediate level, students need to score:**

**LI    20**  
**HI    24**

**This number should be explained to students. The score an Intermediate student receives on Task 2 will be added to Task 3 for the final score. A total passing score for Low Intermediate is 20. If the student earned 8 points on Task 2, for example, the student only needs to earn 12 more points on Task 3 to pass the Nutrition objective.**

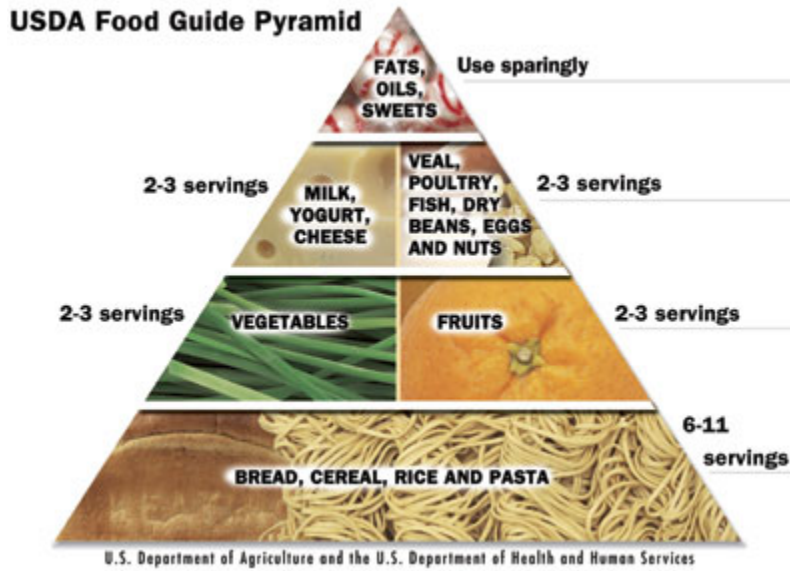
## NUTRITION OBJECTIVE: TASK 2

Make recommendations for changes in unhealthy habits/food choices a family can make.

**Level: Intermediate**

Task 2	Materials	Suggested Activities
<p>Students will make healthier food recommendations.</p>	<ol style="list-style-type: none"> <li>1. USDA Food Pyramid</li> <li>2. Practice Pyramid</li> <li>3. Partner Activity</li> <li>4. Practice Scenario</li> <li>5. Blank Food Pyramid</li> <li>6. Food Diary</li> <li>7. Assessment Scenario</li> <li>8. Assessment Blank Food Pyramid</li> <li>10. Nutrition Rubric:—Task 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask students for suggestions of healthy food vs. unhealthy food. Review food vocabulary as needed.</li> <li>2. Demonstrate the <b>USDA Food Pyramid</b> and what is included in each category. Discuss the recommended number of servings. Draw a pyramid on the board or use a blank pyramid OH and put the foods discussed earlier in the appropriate categories.</li> <li>3. Have Ss label the food pyramid with the correct categories on the <b>Practice Pyramid</b>. Write or draw examples of each food category.</li> <li>4. Have Ss practice in pairs putting the correct food on their pyramids in the <b>Partner Activity</b>.</li> <li>5. Direct Ss to read <b>the Practice Scenario</b> and write the food in the correct categories. Have Ss make recommendations on what could be changed to make the food choices healthier.</li> <li>6. Have Ss create a <b>Food Diary</b> for themselves. Have them write their choices on a <b>Blank Food Pyramid</b> and make suggestions for change.</li> <li>7. Use the <b>Assessment Scenario and the Assessment Blank Food Pyramid</b> for the final assessment.</li> <li>8. <b>Use the Nutrition: Task 2 Rubric</b> to score the assessments.</li> </ol>

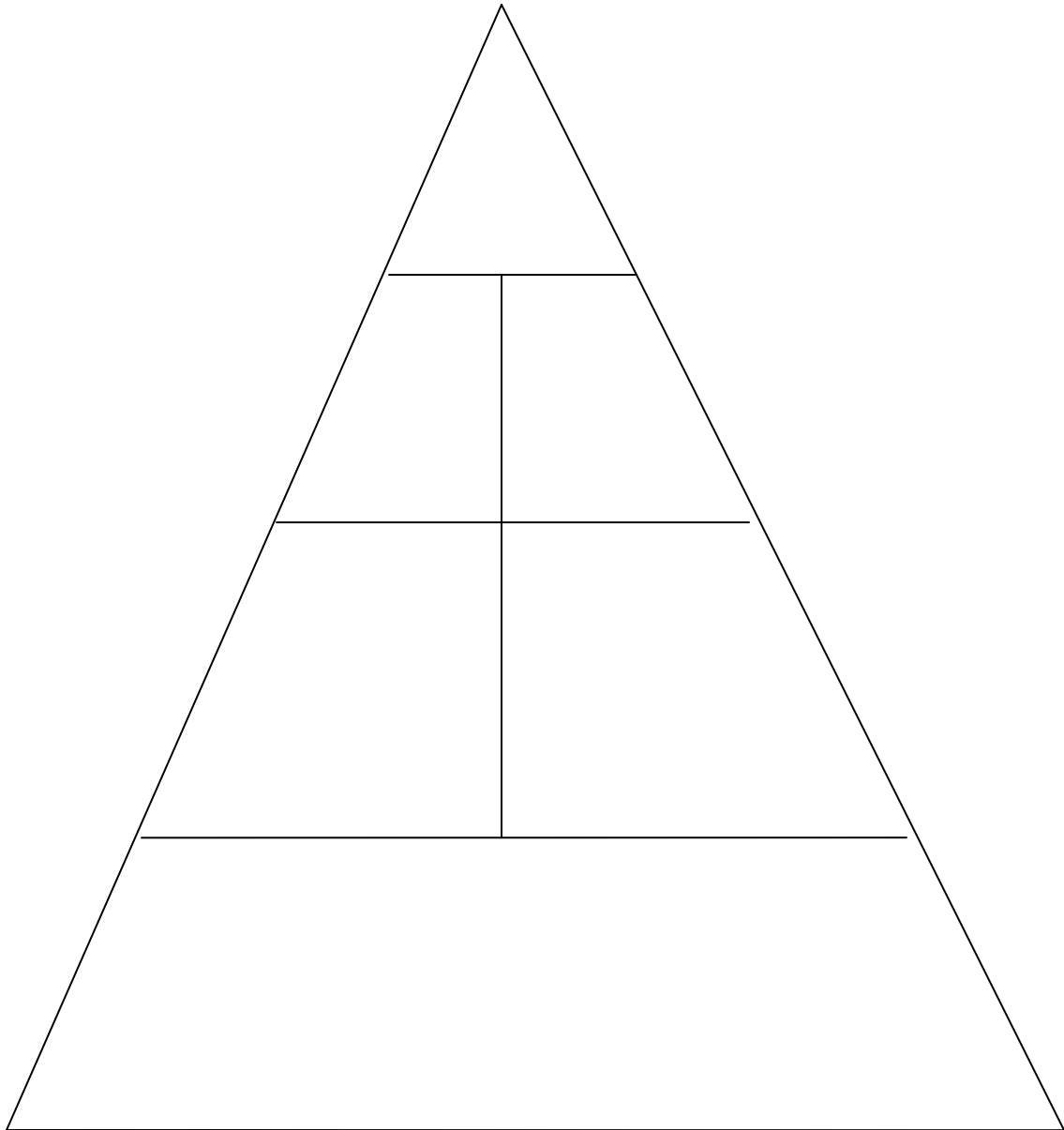
# USDA Food Pyramid



# Pyramid Practice

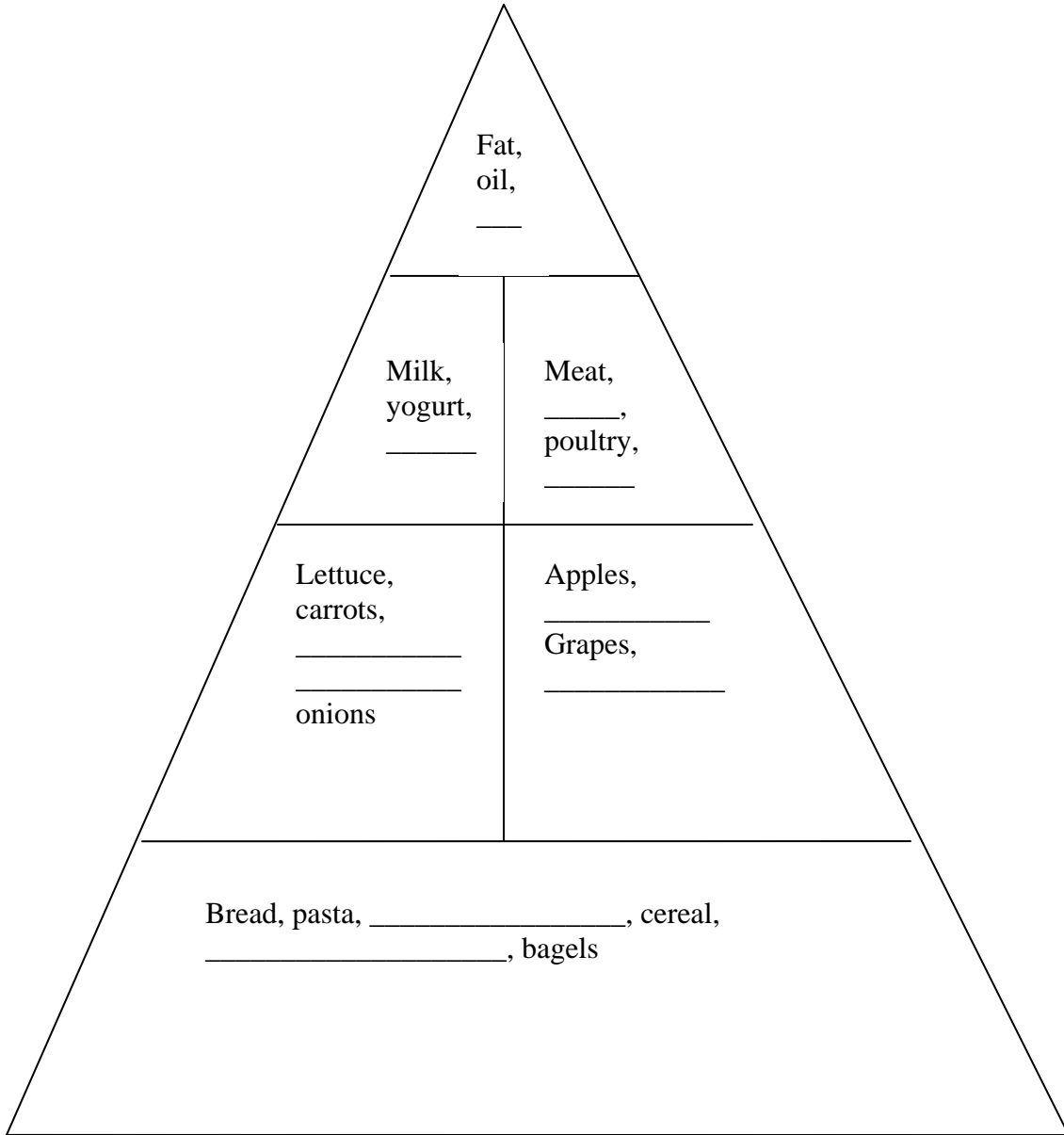
Below is a chart for the Food Pyramid. Label each section and write or draw a picture of the foods that fit that category. Write how many servings there are for each category. Use the labels below.

Oils and Fats	Fruits	Vegetables
Dairy	Protein	Breads and Grains



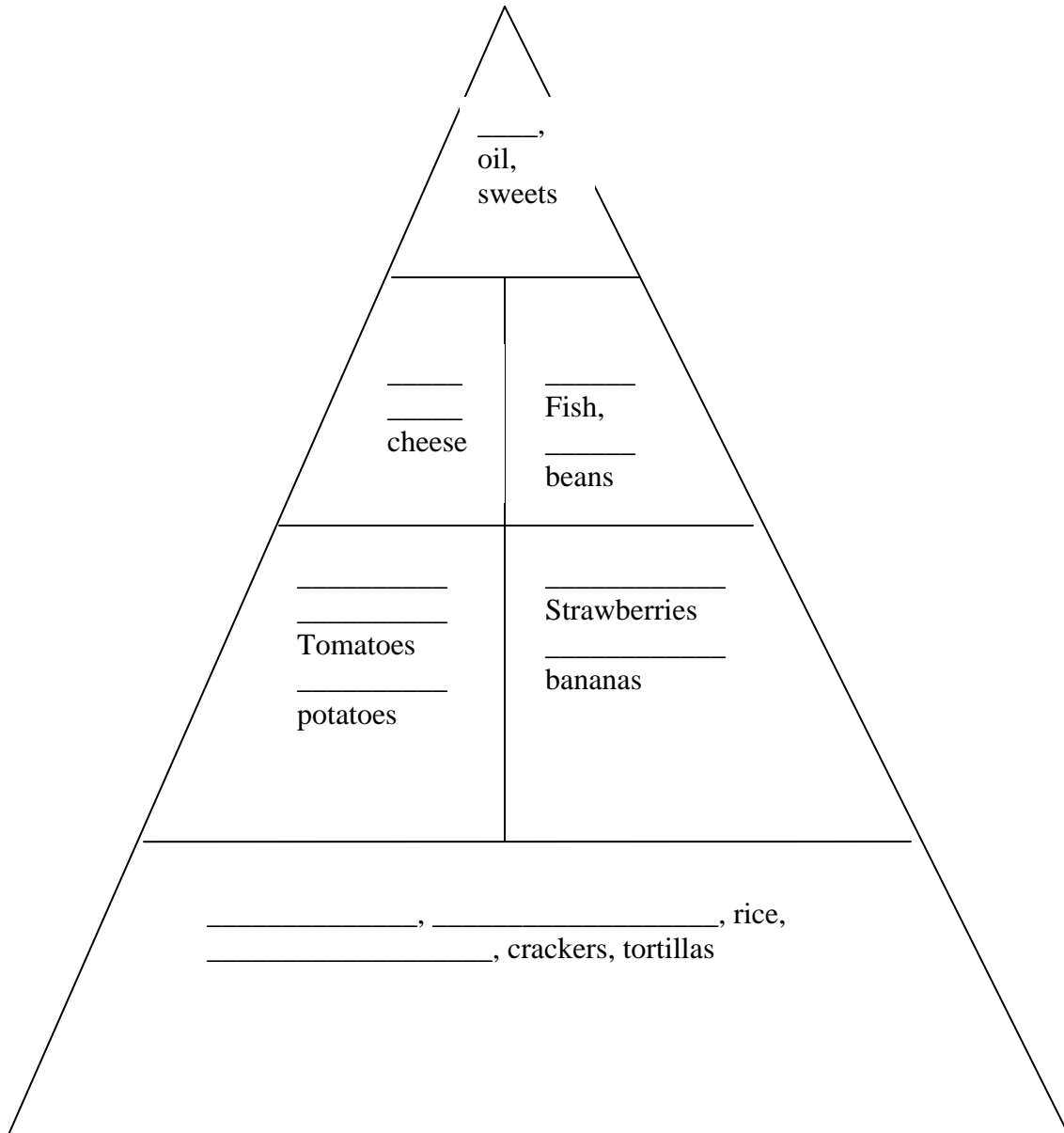
# Partner Activity

**Partner A:** Food is missing from your pyramid. Ask your partner for the missing food so that each category has the correct number of servings.



## Partner Activity

Partner B: Food is missing from your pyramid. Ask your partner for the missing food so that each category has the correct number of servings.



# Scenario Practice

Read the scenario below. Write Alex's food choices on the blank pyramid. What foods is Alex missing? What does he have too much of? Share your recommendations with the class or a partner.

## Breakfast

large bowl of Frosted Flakes cereal  
(2 Servings)  
1 cup of whole milk  
1 cup of orange juice

## Morning Snack

6 powdered donuts

## Dinner

Quarter Pounder with cheese  
super size fries  
super size chocolate shake  
apple pie

## Lunch

3 beef tacos  
1 orange  
1 cup of milk  
2 chocolate chip cookies

## Afternoon Snack

chocolate bar  
Coke

## Bedtime Snack

popcorn with butter  
1 cup apple juice

Which categories has he eaten too many foods from?

---

---

Which categories does he need to eat more food from?

---

---

What could he change to make healthier food choices?

He could eat more \_\_\_\_\_.

He could eat less \_\_\_\_\_.

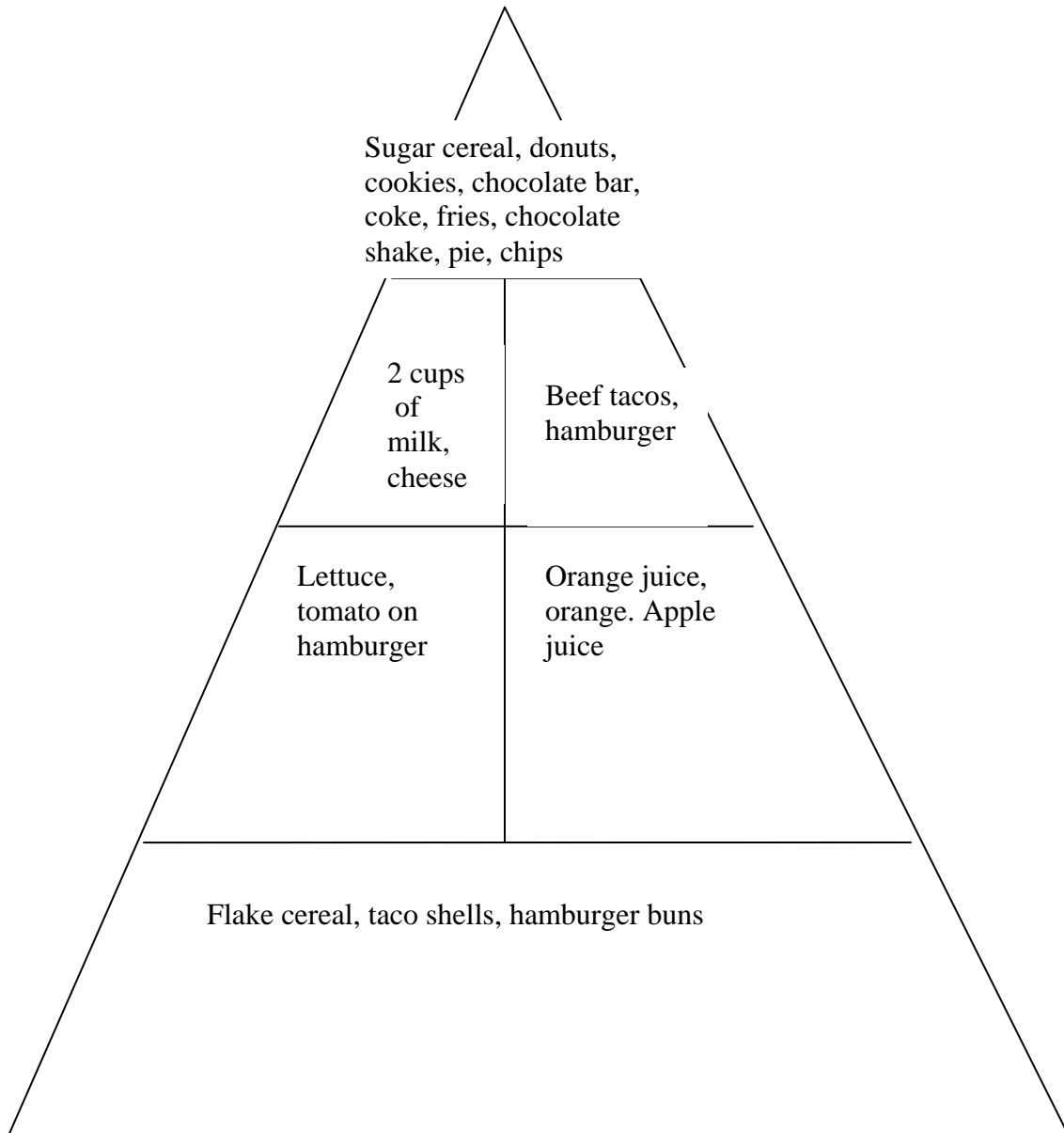
He could eat more \_\_\_\_\_.

He could eat less \_\_\_\_\_.

He could eat \_\_\_\_\_ instead of \_\_\_\_\_.

He could eat \_\_\_\_\_ instead of \_\_\_\_\_.

# Alex's Pyramid Answer Key



# Scenario Practice

## Answer Key

Read the scenario below. Write Alex's food choices on the blank pyramid. What foods is Alex missing? What does he have too much of? Share your recommendations with the class or a partner.

### Breakfast

large bowl of Frosted Flakes cereal  
(2 Servings)  
1 cup of whole milk  
1 cup of orange juice

### Lunch

3 beef tacos  
1 orange  
1 cup of milk  
2 chocolate chip cookies

### Morning Snack

6 powdered donuts

### Afternoon Snack

chocolate bar  
Coke

### Dinner

Quarter Pounder with cheese  
super size fries  
super size chocolate shake  
apple pie

### Bedtime Snack

popcorn with butter  
1 cup apple juice

Which categories has he eaten too many foods from?

fats/sweets

Which categories does he need to eat more food from?

vegetables, grains

What could he change to make healthier food choices? (answers may vary)

He could eat more vegetables.

He could eat less junk food.

He could eat more grains.

He could eat less beef (drink less soda).

He could eat apples instead of apple pie.

He could eat carrots instead of fries.

# Food Diary

Write down your own foods for a day. Put the foods on a food pyramid. Are there changes you can make?

Breakfast	Lunch
Dinner	Snacks

Which categories have I eaten too many foods from?

---

---

Which categories do I need to eat more food from?

---

---

What could I change to make healthier food choices?

I could eat more \_\_\_\_\_.

I could eat less \_\_\_\_\_.

I could eat more \_\_\_\_\_.

I could eat less \_\_\_\_\_.

I could eat \_\_\_\_\_ instead of \_\_\_\_\_.

I could eat \_\_\_\_\_ instead of \_\_\_\_\_.

# Scenario Assessment: Task 2

Read the scenario below. Write Marin's food choices on the blank pyramid. What foods is Marin missing? What does she have too much of?

## Breakfast

- 1 bagel with butter
- 2 eggs
- 1 cup of apple juice

## Morning Snack

- 1 cream donut
- 1 banana

## Dinner

- 1 bowl of spaghetti
- 1 salad
- 1 soda

## Lunch

- 1 ham sandwich with lettuce and tomato
- 1 orange
- 1 soda
- 2 chocolate chip cookies

## Afternoon Snack

- 1 bag of chips

## Bedtime Snack

- 1 bowl of ice cream

Which categories has she eaten too many foods from?

---

---

Which categories does she need to eat more food from?

---

---

What could she change to make healthier food choices?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Scenario Assessment: Task 2

## Answer Key

Read the scenario below. Write Marin's food choices on the blank pyramid. What foods is Marin missing? What does she have too much of?

### Breakfast

1 bagel with butter  
2 eggs  
1 cup of apple juice

### Morning Snack

1 cream donut  
1 banana

### Dinner

1 bowl of spaghetti  
1 salad  
1 soda

### Lunch

1 ham sandwich with lettuce and tomato  
1 orange  
1 soda  
2 chocolate chip cookies

### Afternoon Snack

1 bag of chips

### Bedtime Snack

1 bowl of ice cream

Which categories has she eaten too many foods from?

fats/sweets

---

---

Which categories does she need to eat more food from?

grains, dairy, meat

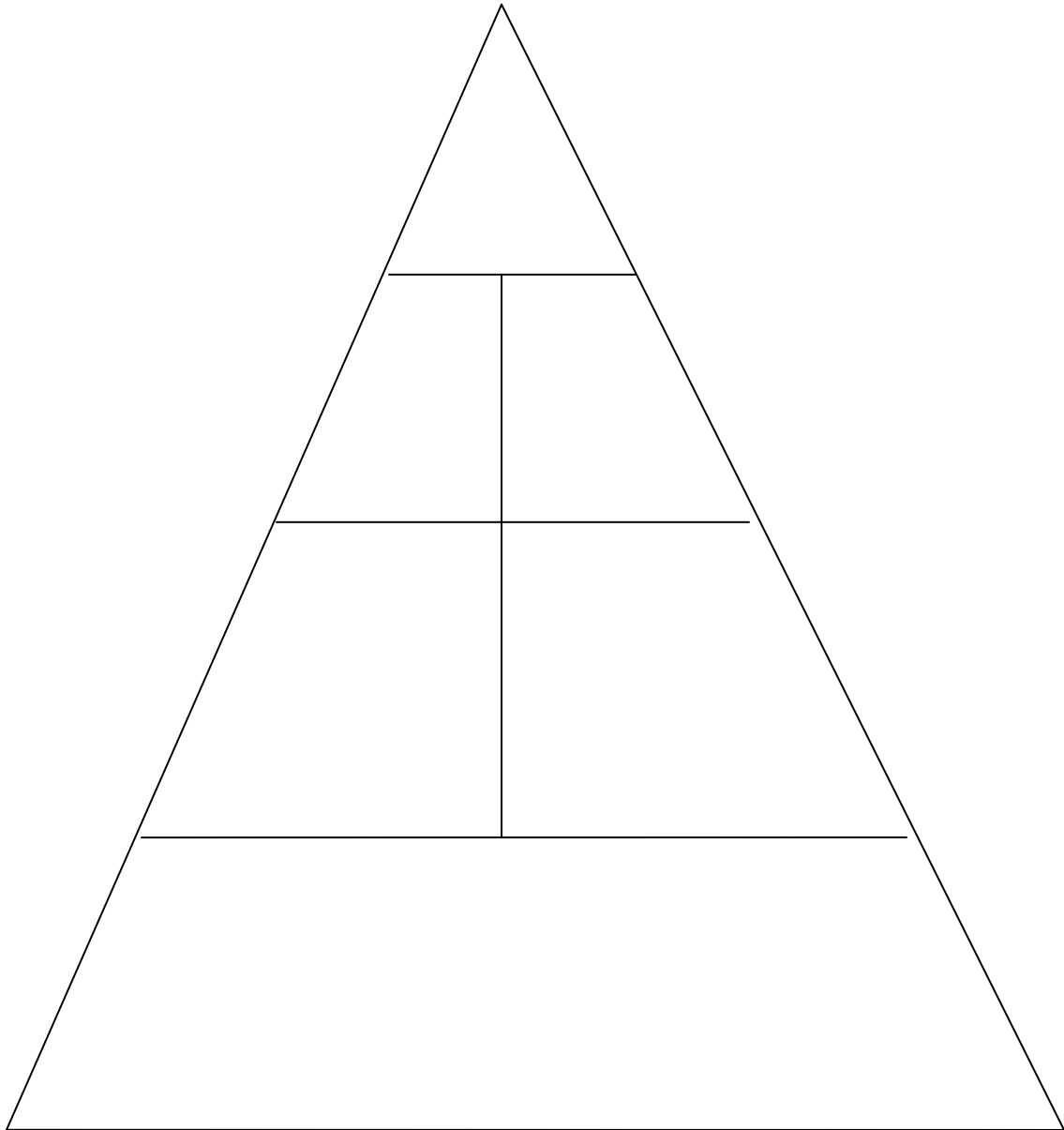
---

---

What could she change to make healthier food choices?

1. less junk food
2. more fruits and vegetables
3. fruit or vegetables for snack instead of chips and ice cream
4. water instead of soda
5. more dairy
6. more grains

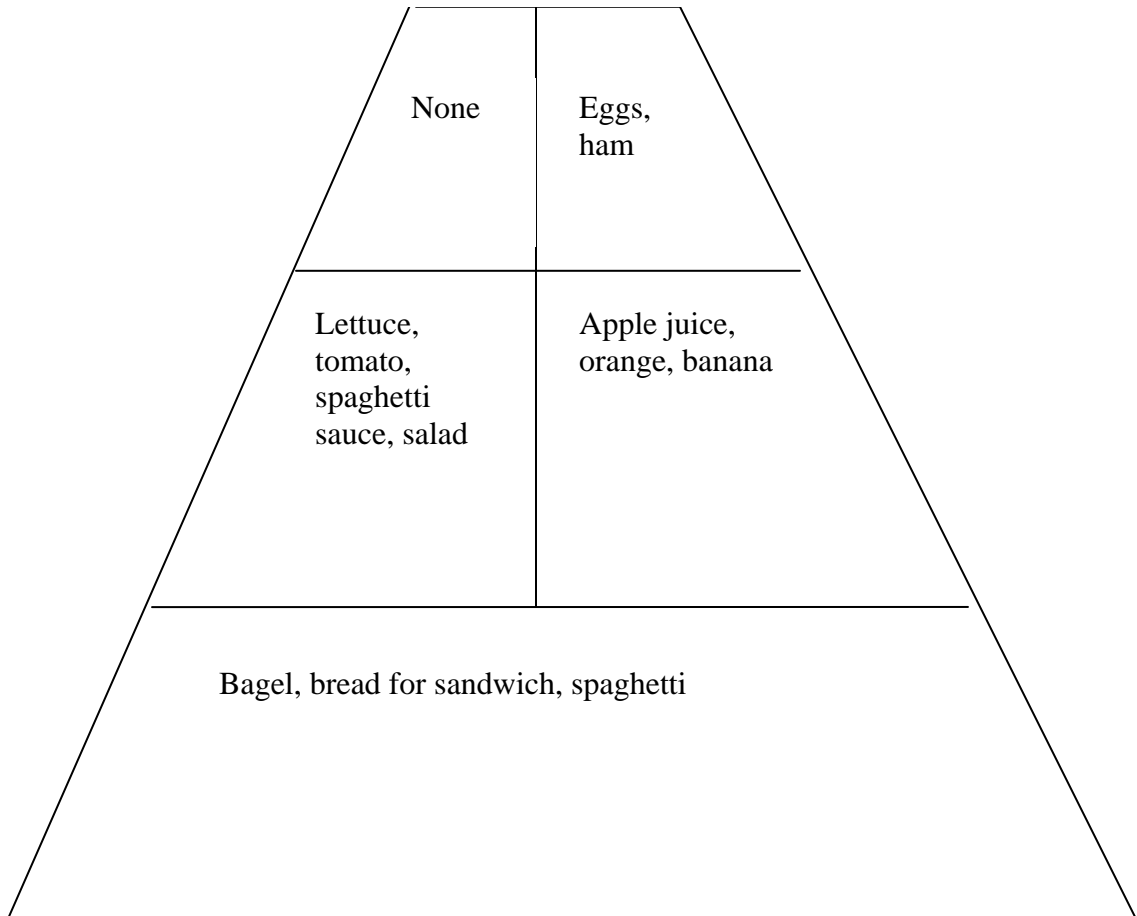
## Blank Pyramid for Assessment: Task 2



# Assessment Pyramid Answer Key



Butter, donut, chips, 2  
sodas, ice cream,  
cookies



## Nutrition Rubric: Task 2

Given the recommendations for a healthy diet and a short level-appropriate case study or picture prompt, student will list up to 6 unhealthy eating habits/food choices (**BL=3, BH=4, IL=5, IH-A=6**) of the family in the case study and make recommendations for changes the family can make. **Use the rubric below to score the recommendations. The task is worth a total of 12 points.**

Scoring Rubric	
Content	Points (12 possible)
Statement is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning.	2
Statement is appropriate and has correct content. It may be partially complete. They may be errors which interfere with meaning but the statement can be understood with inference.	1
Statement is inappropriate, incomprehensible or incorrect or there is no statement.	0

	Unhealthy eating habit/food choice	Recommendation for Change			
1.			0	1	2
2.			0	1	2
3.			0	1	2
4.			0	1	2
5.			0	1	2
6.			0	1	2

**Total** \_\_\_\_\_

## NUTRITION OBJECTIVE: TASK 3

Students will complete an authentic writing task such as write a letter to a local agency to make suggestions about a nutrition related issue.

**Level: Intermediate**

Task 3	Materials	Suggested Activities
<p>Students will write a letter making suggestions about a nutrition related issue.</p>	<ol style="list-style-type: none"> <li>1. Nutrition Rubric: Task 3</li> <li>2. Persuasive Group Activity</li> <li>3. Persuasive Letter Format</li> <li>4. Persuasive Letter Example</li> <li>5. Persuasive Letter Review Sheet</li> <li>6. Persuasive Letter Checklist</li> </ol>	<ol style="list-style-type: none"> <li>1. Review <b>Nutrition Rubric - Task 3</b> so Ss understand the requirements.</li> <li>2. Discuss what persuasion means. Give an example, such as favorite flavors of ice cream, to demonstrate a wide variety of opinions.</li> <li>3. Have Ss practice presenting arguments with the <b>Persuasive Group Activity</b>. Make sure they include the 5 key pieces of information.</li> <li>4. Review the <b>Persuasive Letter Format</b> and the basic components of a letter.</li> <li>5. Review the <b>Persuasive Letter Example</b>.</li> <li>6. Direct Ss to use the <b>Persuasive Letter Review Sheet</b> to ensure that all 5 pieces of information have been included.</li> <li>7. Have students write their own persuasive letter on a nutritional topic of their choice.</li> <li>8. After Ss have written a draft, have them use the <b>Persuasive Letter Checklist</b> to review the letters with another peer to ensure that all components have been included.</li> <li>9. Score with the <b>Nutrition Rubric: Task 3</b>.</li> </ol>

# Persuasive Group Activity

Get into groups of 3-4. Assign each person in your group a role:

- Recorder** (writes down ideas)  
**Speaker** (shares ideas with class)  
**Time keeper** (watches the time and makes sure the project is done on time)
- Leader** (makes sure everyone gets a chance to share their ideas and the group stays focused)

**Directions:** Your group will choose one of the topics below. You will decide what is the best choice for your group to do and if a change is necessary. You will have 20 minutes to decide on the reasons for your decision and then 3 minutes to present your reasons to the group. Include the information below:

1. **Something positive about current program at an agency**
2. **Offer a positive change to be made**
3. **State why this change is important**
4. **Give at least two supporting details for suggesting change**
5. **Conclude with a persuasive statement**

## Scenario 1

Your child's school allows students to buy candy at lunch time and snack time. There are also healthy choices available but you know your son and his friends buy soda and candy every day. Should the school be allowed to sell junk food?

## Scenario 2

The local supermarket puts all the candy on low shelves near the cash registers, which makes it easy to choose them as a snack. Fruit and healthy snacks are far away. Should the store have the healthier foods closer to the cash registers?

## Scenario 3

A local restaurant does not have nutritional information available about its food. You would like to know if the food they serve is healthy or not. Should the restaurant make it easier to know what is put in the food?

# Persuasive Letter Format

(adapted from [www.scholastic.com](http://www.scholastic.com))

## Heading

- Your Street Address
- Your City, State Zip
- Date

## Inside Address

- Addressee (to whom the letter is being written)
- Their Street Address
- City, State, Zip

## Salutation

- Dear Mr./Ms. Last name (of addressee)

## Body

- Introduce yourself to the reader.
- State your opinion or your feelings about something important to you.
- Be sure you are positive.
- Include facts, reasons, or examples to support why you are writing.
  
- Make a suggestion for a change.
- Explain two reasons why the change should be made.
- Thank the reader.
- Remind the reader where they can contact you.

## Closing

- Sincerely yours,
- Your *Signature*
- Your name

# Persuasive Letter Example

1851 Mission Boulevard  
Oceanside, CA 92054  
November 7, 2009

Cesar Chavez Middle School  
202 Oleander Drive  
Oceanside, CA 92057

Dear Principal Sanders,

My name is Olivia Martinez. My children go to your school. I am concerned about the high calorie candy sold at the school. My children have learned at school that they should make good food choices. However, the snacks sold at the snack bar are mostly candy bars and chips. These are not very healthy.

Could the school sell more fresh fruit, yogurt, or granola bars? They cost the same or less than candy bars. They are also healthier for the children. Our children want to practice good food choices. They need better snack choices at the snack bar.

Thank you for reading my letter. If you have any questions, you can call me at (760) 555-1212.

Sincerely yours,

*Olivia Martinez*

Olivia Martinez

# Persuasive Letter Review

1. What was the topic of the letter?

---

2. What was positive about the school?

---

3. What was the problem? \_\_\_\_\_

---

4. What were the reasons for the problem? \_\_\_\_\_

---

5. What was the suggestion for the change? \_\_\_\_\_

---

6. What were the two reasons why the change should be made?

---

---

---

---

7. What was persuasive conclusion? \_\_\_\_\_

# YOUR PERSUASIVE LETTER

1. What was the topic of your letter?

---

2. What was positive about the agency or company you are writing to?

---

3. What is the problem?

---

---

4. What are the reasons for the problem?

---

---

5. What is your suggestion for the change?

---

---

6. What are the two reasons why the change should be made?

---

---

---

---

7. What is your persuasive conclusion?

---

## PERSUASIVE LETTER CHECKLIST

Directions: Check Yes/No	Self	Self	Peer	Peer
	Yes	No	Yes	No
<b>Letter Content</b>				
1. Does the letter have a topic sentence?				
2. Is there a positive statement about the agency or company?				
3. Is there a problem that needs to be changed?				
4. Are the reasons for the problem clear and easy to understand?				
5. Is there a suggestion for a change?				
4. Are there two reasons for the change?				
5. Is there a persuasive conclusion?				
<b>Letter Format</b>				
1. Does the letter have a heading?				
2. Does the letter have an inside address?				
3. Is there a salutation?				
4. Is there a signature at the end?				
<b>Grammar and Punctuation</b>				
1. Does each sentence begin with a capital letter?				
2. Does each sentence end with punctuation?				
3. Do the verbs agree with their subjects?				

## Nutrition Rubric: Task 3

Use the rubric below to score the Persuasive Letter. The letter is worth a total of 20 points.

Scoring Rubric	Points
<b>Content</b>	<b>(14 possible)</b>
Addresses all parts of the task effectively. Ideas are well stated, clearly expressed and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s).	14
Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require some inference. Written in adequately organized paragraph(s).	12
Addresses the task in a general way but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in loosely organized paragraph(s).	10
Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. May not be written in paragraph(s).	8
Nothing written or content is incomprehensible or inappropriate.	0
<b>Grammar, Structure and Mechanics</b>	<b>(4 possible)</b>
Almost no errors in grammar, structure, spelling, capitalization, or punctuation.	4
Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.	3
Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning.	2
Errors make the writing difficult to understand even with inference.	0
<b>Format, Neatness, and Legibility</b>	<b>(2 possible)</b>
Uses standard letter format including 4 items: an appropriate date, salutation, closing, and the writer's signature. May also include sender's and recipient's address. Writing is neat and legible.	2
Uses letter format including 3 items such as date, salutation, and the writer's signature. Writing is legible but not neat.	1
Not in letter format, or writing is neither legible nor neat.	0

**Total Score:** \_\_\_\_\_

## Nutrition Objective: Final Score

Add the scores of the tasks together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
Total Points Possible	32
Advanced:	28
Intermediate High:	24
Intermediate Low:	20
Beginning High:	10
Beginning Low:	6

### Final Scores

Task 1 (Beginning only) \_\_\_\_\_

Task 2 (all) \_\_\_\_\_

Task 3 (Intermediate-Advanced) \_\_\_\_\_

Total \_\_\_\_\_