



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### **Graphic Organizers for the *North Carolina Healthful Living Essential Standards***

#### **What is the purpose of this tool?**

These visual representations assist the student in organizing abstract “big picture” information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

#### **What is in the tool?**

The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers’ ability to understand the use of the tool as a mechanism for differentiating instruction.

#### **How do I send feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and we will use your input to refine our instructional tool. Thank You!

#### **Where are the new Common Core State and North Carolina Essential Standards?**

All standards are located at <http://www.ncpublicschools.org/acre/standards/>.

#### **Where are the supporting documents and resources that accompany the standards?**

The *North Carolina Healthful Living Essential Standards* wiki at <http://hlnces.ncdpi.wikispaces.net/> includes links to standards, tools, resources, and professional development materials specific to Healthful Living.

## Health Education Sample Graphic Organizer Grade 4 - Nutrition

**Purpose:** This graphic organizer and accompanying mini-lesson is designed to help students conceptualize the balance of food groups (including variety within groups), portion sizes, and total calorie, extra calorie, and oil intake, when creating meals according to individualized MyPlate recommendations.

**Description:** This graphic organizer is intended to help students organize individual recommendations from MyPlate and utilize the MyPlate Menu Planner tool to design meals that meet the specified recommendations. The graphic organizer leads students through the process of entering necessary data (height, weight, physical activity level, gender, and age) to obtain individualized recommendations for servings within each food group, and total calorie, extra calorie, and oils. The questions provided in each box will help students organize individualized MyPlate recommendations, which will serve as the foundation for meal creation in the next step. Students will create three meals and a snack that align with their individualized MyPlate recommendations using the online MyPlate Menu Planner, which allows students to explore the nutritional value of each food and beverage selected and evaluate the total number of servings for each food group and total calorie, extra calorie, and oil content from multiple meal selections.

**Connection to the Standards:** The graphic organizer and mini-lesson are intended to support the Nutrition and Physical Activity strand at Grade Four Clarifying Objective 1.1.

**4.NP.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.**

4.NPA.1.1 Plan meals using MyPlate.

### Resources:

#### Included

- Graphic Organizer
- Assessment Prototype(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations
- Internet access for students to determine MyPlate personal recommendations  
<http://www.choosemyplate.gov/myplate/index.aspx>  
and utilize MyPlate Menu Planning  
<http://www.mypyramidtracker.gov/planner/index.aspx>  
tool

#### Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Links to relevant Internet sites
- Food cards with Food Fact Labels
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### Assessment Prototypes (APs) describing student product(s)

Students will utilize the Daily Food Plan at: <http://www.choosemyplate.gov/myplate/index.aspx> to determine the appropriate amounts of food needed from each group daily, total calories, recommended maximums for extra calories, and oil consumption, according to MyPlate.

Students will utilize the Meal Planner at: <http://www.mypyramidtracker.gov/planner/index.aspx> to enter chosen foods for various meals during the day to determine if students meet their individual MyPlate goals for total calories, extra calories, and oil.

## Health Education Sample Graphic Organizer

### Grade 4 - Nutrition

**Mini-Lesson:**

During a lesson designed to help students understand food groups and use MyPlate recommendations to plan meals, students will utilize the interactive web-based tools to calculate the MyPlate recommendations specific to their age, height, weight, sex, and physical activity levels. The next step requires students to use their individual MyPlate recommendations to determine recommended portion sizes for each food group and food and beverage options within each group. Students will make meal selections based on food groups, portion sizes, total recommended calories, and total extra calorie and oil recommendations, and use the web-based interactive Meal Planner to calculate their food group servings, calorie, extra calorie, and oil serving totals.

Students will be asked to analyze each meal to determine if each meal reflects a balance between the food groups. Students will also be asked to determine how balance can be created throughout the day, if individual meals are not balanced. The narrative should also explain how they made decisions to include foods they like, while adhering to their individualized MyPlate recommendations and describe any substitutions that were required for the original plan in order to meet the MyPlate recommendations. Students can conclude the narrative by expressing the challenges and the benefits associated with consuming a balanced diet

**Reminders & Reflections:**

*Space provided for teacher notes and needs.*

### 21<sup>st</sup> Century Future-Ready Attributes

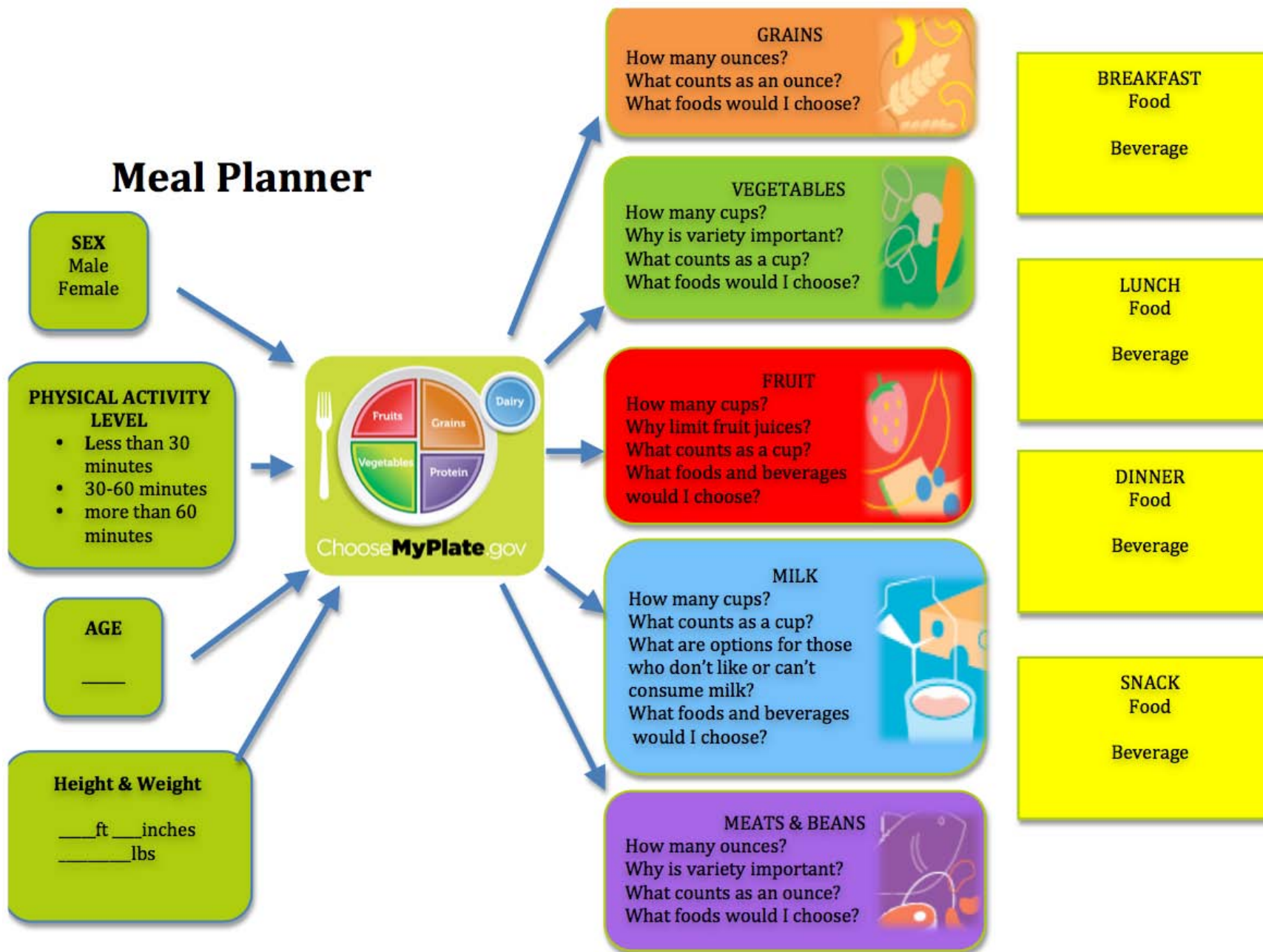
(See the Partnership for 21<sup>st</sup> Century Skills at <http://p21.org/> and the 21<sup>st</sup> Century Skills Framework for Health Literacy at <http://p21.org/overview/skills-framework/259> .  
The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

- Capable Technology User
- Creative/Innovative Thinker
- Critical Thinker
- Curious Researcher
- Effective Communicator
- Effective Problem Solver

- Financially Literate Citizen
- Health-Focused Life-Long Learner
- Knowledgeable Global Citizen
- Literate Consumer of Media
- Multi-Lingual
- Proficient Reader

- Relationship Builder
- Science Savvy
- Self-directed Responsible Worker
- Skilled Mathematician
- Strong Team Contributor

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# One-Day Meal Plan

