

**Supplement Table. B:** USDA's *Serving Up MyPlate: A Yummy Curriculum* Lessons.

	<b>Lesson Title</b>	<b>Essential Question</b>	<b>Learning Objectives</b>	<b>Student Handouts</b>
<b>Level 1 Grades 1 &amp; 2</b>	<b>First Course:</b> Fun with Food Groups  <b>Lesson 1, 2, 3</b>	What does it mean to be healthy? Eat healthy?	Students will be able to... <ul style="list-style-type: none"> <li>•Identify the five food groups and give examples of foods in each.</li> <li>•Explain how MyPlate serves as a reminder to eat foods from each food group.</li> <li>•Create a healthy meal containing a food from each food group.</li> </ul>	1. My Food Card 2. My Menu Planner
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): Participate in collaborative conversations with diverse partners; Reading Standards: Foundational Skills/Fluency (1.4, 2.4): Read with sufficient fluency to support comprehension.</p> <p><b>Science:</b> Standard (A): Science as an inquiry: Understandings about Scientific Inquiry.</p> <p><b>Health:</b> Standard (1.2.1): Identify that healthy behaviors impact personal health.</p> <p><b>Math:</b> Number and Operations in Base Ten (1, 2): Use place value understanding and properties of operations to add and subtract.</p>			
	<b>Second Course:</b> Eat Smart to Play Hard  <b>Lesson 4, 5, 6</b>	Why is it important to eat a variety of foods from all food groups?	Students will be able to... <ul style="list-style-type: none"> <li>•Identify what foods to eat more of and explain why.</li> <li>•Name at least two reasons why it is important to eat foods from all five food groups for a healthy diet.</li> <li>•Explain that foods have nutrients that help us grow and stay healthy.</li> <li>•Discuss how being physically active is part of a healthy lifestyle.</li> </ul>	1. A Day in the Life of... 2. Serving MyPlate to My Family
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): Participate in collaborative conversations with diverse partners; Writing Standards: Production and Distribution of Writing (1.4, 2.4): Read with sufficient fluency to support comprehension.</p> <p><b>Science:</b> Standard (F): Science in personal and social perspective: Personal Health.</p> <p><b>Health:</b> Standard (1.2.1): Identify that healthy behaviors impact personal health.</p> <p><b>Math:</b> Number and Operations in Base Ten (1, 2): Use place value understanding and properties of operations to add and subtract.</p>			
	<b>Third Course:</b> Sometimes foods and Switcheroos	What foods should I eat less of, and why?	Students will be able to... <ul style="list-style-type: none"> <li>•Identify foods with added sugars and solid fats.</li> <li>• Explain why foods with added sugars and solid fats should be eaten only some of the time.</li> </ul>	1. "Sometimes" Foods and "Switcheroos" 2. "Switcheroo" Recipe

	<b>Lesson 7, 8, 9</b>		<ul style="list-style-type: none"> <li>Give examples of healthier food options to choose instead.</li> </ul>	
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Reading Standards: Foundational Skills (1.4, 2.4): Read with sufficient accuracy and fluency to support comprehension. Speaking and Listening Standards: Comprehension and Collaboration (1.1, 2.1): Participate in collaborative conversations with diverse partners; (1.4, 2.4): Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly; Writing Standards: Text Types and Purposes (1.2, 2.2): Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>Science:</b> Standard (A): Science as an inquiry: Understandings about Scientific Inquiry; Standard (F): Science in personal and social perspective: Personal Health.</p> <p><b>Health:</b> Standard (5.2.1): Identify situations when a health-related decision is needed; Standard (5.2.1): List healthy options to health-related issues or problems. Standard (5.8.6): Choose a healthy option when making a decision.</p> <p><b>Math:</b> Measurement and Data (1, 2): Represent and interpret data; Number and Operations in Base Ten (1, 2): Use place value understanding and properties of operations to add and subtract.</p>			
<b>Level 2 Grades 3 &amp; 4</b>	<p><b>First Course:</b> We Are What We Eat</p> <p><b>Lesson 1, 2, 3</b></p>	What choices can you make that help you stay healthy?	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Identify the five main food groups and name a variety of nutritious examples of foods in each.</li> <li>Explain how MyPlate serves as a reminder for how to eat a healthier meal.</li> <li>Create and describe a healthy meal containing a food from each food group.</li> <li>Discuss the importance of physical activity as part of a healthy lifestyle.</li> </ul>	1. Who Am I? Clue Card 2. Food Writer
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Language Standards: Conventions of Standard English (3.2, 4.2): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Vocabulary Acquisition and Use (3.5, 4.5): Demonstrate understanding of word relationships and nuances in word meanings; Conventions of Standard English (3.2, 4.2): Demonstrate reading standards for informational text (3.2, 4.2): Determine the main idea of a text and explain how it is supported by key details; summarizing the text; Writing Standards (3.1, 4.1): Write opinion pieces on topics or texts, supporting a point of view with reasons; Speaking and Listening Standards (3.1, 4.1): Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.</p> <p><b>Science:</b> Standard (A): Understandings about Scientific Inquiry: Classifying Objects.</p> <p><b>Health:</b> Standard (8.5.1): Encourage others to make positive health choices; Standard (6.2.1): Identify a short-term personal health goal and take action toward achieving the goal.</p>			

	<p><b>Second Course:</b> You Be the Chef</p> <p><b>Lesson 4, 5, 6</b></p>	<p>Why is it important to eat a variety of foods from all food groups?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify what foods to eat more of, and explain that nutrients in food help us grow and stay healthy.</li> <li>• Name at least three reasons why it is important to eat foods from all five food groups for a healthy diet.</li> <li>• Apply their knowledge of healthy foods and food groups to create a healthy meal or snack</li> </ul>	<p>1. Snack of Champions 2. Measuring Up MyPlate</p>
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Speaking and Listening Standards (3.1, 4.1): Participate in collaborative conversations with diverse partners; Writing Standards (3.2, 4.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Health:</b> Standard (1.5.1): Describe the relationship between healthy behaviors and personal health; Standard (5.5.5): Choose a healthy option when making a decision; Standard (6.2.1): Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>Science:</b> Standard (F): Personal Health: Nutrition is essential to health. Students should understand how various foods contribute to health.</p> <p><b>Math:</b> Numbers and Operations (3, 4): Fractions: Develop understanding of fractions as numbers</p>			
	<p><b>Third Course:</b> The Science of "Sometimes" Foods</p> <p><b>Lesson 7, 8, 9</b></p>	<p>What are "sometimes" foods? Why are they called that? What can I eat instead?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify foods that are high in solid fats and added sugars.</li> <li>• Describe the benefits of limiting the consumption of solid fats and added sugars.</li> <li>• Explain the concept of eating in moderation.</li> <li>• Give examples of healthier food options to choose instead.</li> </ul>	<p>1. Experiment: Fats 2. Experiment: Added Sugars</p>
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Reading Standards for Information Text (4.7): Interpret information presented visually, orally, or quantitatively (Meal 2); Writing Standards (4.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Science:</b> Standard (A): Understandings about Scientific Inquiry. Communicate investigations and explanations. Use data to construct a reasonable explanation. Use simple equipment and tools to gather data and extend the senses; Standard (F): Students should understand how the body uses food and how various foods contribute to health.</p> <p><b>Health:</b> Standard (1.5.1): Describe the relationship between healthy behaviors and personal health.</p> <p><b>Math:</b> Numbers and Operations (4): Use place value understanding and properties of operations to perform multi-d</p>			
<b>Level 3 Grade 5</b>	<p><b>First Course:</b> MyPlate, MySelf</p> <p><b>Lesson 1, 2, 3</b></p>	<p>What choices can I make to be and stay healthy?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the five food groups and name a variety of examples from each.</li> <li>• Explain how MyPlate serves as a reminder to eat from all five food groups.</li> </ul>	<p>1. MyPlate, MySelf</p>

			<ul style="list-style-type: none"> <li>• Create and describe a healthy meal containing foods from each food group ,including whole-grain options and a variety of vegetables.</li> <li>• Discuss the importance of physical activity as part of a healthy lifestyle.</li> </ul>	
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Language Standards: Conventions of Standard English, Vocabulary Acquisition and Use (5.1, 6.1): Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas, and expressing their own clearly; Presentation of Knowledge and Ideas (5.4, 6.4): Report on a topic or text, or present an opinion. Writing Standards: Text Types and Purposes (5.2, 6.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Science:</b> Standard (A): Science as Inquiry: Understandings about Scientific Inquiry.</p> <p><b>Health:</b> Standard (8.5.1): Encourage others to make positive health choices; Standard (6.2.1): Identify a short-term personal health goal and take action toward achieving the goal.</p>			
	<p><b>Second Course:</b> Know Your Nutrients</p> <p><b>Lesson 4, 5, 6</b></p>	<p>Why is it important to eat a variety of foods from all food groups?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the six main nutrients and a variety of foods that contain them.</li> <li>• Explain how nutrients help us grow and stay healthy.</li> <li>• Apply knowledge of healthy foods and food groups to create a healthy meal or snack.</li> </ul>	<p>1. Nutrient Knowledge</p>
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Language Standards: Conventions of Standard English (5.1, 6.1): Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas, and expressing their own clearly; Presentation of Knowledge and Ideas (5.4, 6.4): Report on a topic or text (5.5, 6.5): Include multimedia components (e.g., graphics, sound) and visual displays in presentations.</p> <p><b>Math:</b> Measurement and Data (5, 6): Represent and interpret data.</p> <p><b>Science:</b> Standard (F): Science in Personal and Social Perspectives: Personal Health.</p> <p><b>Health:</b> Standard (1.5.1): Describe the relationship between healthy behaviors and personal health; Standard (5.5.5): Choose a healthy option when making a decision; Standard (8.2.1): Encourage peers to make positive health choices.</p>			
	<p><b>Third Course:</b> Decisions, Decisions!</p> <p><b>Lesson 7, 8, 9</b></p>	<p>What foods should I eat less of, and why? How can I make better choices?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify ways to limit the consumption of solid fats, added sugars, and sodium.</li> <li>• Read, compare, and analyze Nutrition Facts labels to determine which snack is a healthier alternative.</li> </ul>	<p>1. Nutrition Label Comparison</p> <p>2. Ad Awareness</p>

			<ul style="list-style-type: none"> <li>Summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium.</li> </ul>	
<b>Standards Met*</b>	<p><b>English Language Arts:</b> Language Standards: Conventions of Standard English, Vocabulary Acquisition and Use (5.1, 6.1): Demonstrate the command of the conventions of the standard English grammar and usage when writing or speaking; Speaking and Listening Standards: Comprehension and Collaboration (5.1, 6.1): Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly; Presentation of Knowledge and Ideas (5.4, 6.4): Report on a topic or text (5.5, 6.5): Include multimedia components (e.g., graphics, sound) and visual displays in presentations.</p> <p><b>Science:</b> Standard (A): Science as an Inquiry: Understandings about scientific inquiry; Standard (F): Science in Personal and Social Perspectives: Personal Health.</p> <p><b>Health:</b> Standard (1.5.1): Describe the relationship between healthy behaviors and personal health; Standard (8.5.1): Encourage others to make positive health choices</p>			

\* Sources: English Language Arts and Math standards—Common Core; Science education standards—National Academy of Sciences; Health standards—American Cancer Society.