

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

	Lesson Title	Essential Question	Learning Objectives	Student Handouts
Level 1  Grades 1 & 2	<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... •Identify the five food groups and give examples of foods in each. •Explain how MyPlate serves as a reminder to eat foods from each food group. •Create a healthy meal containing a food from each food group.	1. My Food Card 2. My Menu Planner
Standards Met*	<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. <b>Science:</b> Standard (A): Science as an inquiry: Understandings about Scientific Inquiry. <b>Health:</b> Standard (1.2.1): Identify that healthy behaviors impact personal health. <b>Math:</b> Number and Operations in Base Ten (1, 2): Use place value understanding and properties of operations to add and subtract.			
	<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... •Identify what foods to eat more of and explain why. •Name at least two reasons why it is important to eat foods from all five food groups for a healthy diet. •Explain that foods have nutrients that help us grow and stay healthy. •Discuss how being physically active is part of a healthy lifestyle.	1. A Day in the Life of... 2. Serving MyPlate to My Family
Standards Met*	<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. <b>Science:</b> Standard (F): Science in personal and social perspective: Personal Health. <b>Health:</b> Standard (1.2.1): Identify that healthy behaviors impact personal health. <b>Math:</b> Number and Operations in Base Ten (1, 2): Use place value understanding and properties of operations to add and subtract.			
	<b>Third Course:</b> Sometimes foods and Switcheroos	What foods should I eat less of, and why?	Students will be able to... •Identify foods with added sugars and solid fats. • Explain why foods with added sugars and solid fats should be eaten only some of the time.	1. "Sometimes" Foods and "Switcheroos" 2. "Switcheroo" Recipe

	Lesson 7, 8, 9		<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>			

	<b>Second Course:</b> You Be the Chef  <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 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>	1. Snack of Champions 2. Measuring Up MyPlate
<b>Standards Met*</b>	<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. <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. <b>Science:</b> Standard (F): Personal Health: Nutrition is essential to health. Students should understand how various foods contribute to health. <b>Math:</b> Numbers and Operations (3, 4): Fractions: Develop understanding of fractions as numbers			
	<b>Third Course:</b> The Science of "Sometimes" Foods  <b>Lesson 7, 8, 9</b>	What are "sometimes" foods? Why are they called that? What can I eat instead?	Students will be able to... <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>	1. Experiment: Fats 2. Experiment: Added Sugars
<b>Standards Met*</b>	<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. <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. <b>Health:</b> Standard (1.5.1): Describe the relationship between healthy behaviors and personal health. <b>Math:</b> Numbers and Operations (4): Use place value understanding and properties of operations to perform multi-d			
<b>Level 3 Grade 5</b>	<b>First Course:</b> MyPlate, MySelf  <b>Lesson 1, 2, 3</b>	What choices can I make to be and stay healthy?	Students will be able to... <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>	1. MyPlate, MySelf

			<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>	Why is it important to eat a variety of foods from all food groups?	<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>	1. Nutrient Knowledge
<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>	What foods should I eat less of, and why? How can I make better choices?	<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.