

MIDDLE SCHOOL
CURRICULUM

MEET THE **MEAT**



**BEEF UP
YOUR HEALTH**



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Note:

This topical must be accompanied with the Overview for complete understanding.

I. Enduring Knowledge:

Students will learn that lean beef is considered a healthy food that is nutrient rich. They will understand beef builds and maintains body and brain without high calories.

Learning Targets:

1. Students should learn that beef is a natural source of 10 essential vitamins and nutrients including protein, iron, zinc, B12, B6, and niacin.
2. Students should learn how each of the above helps maintain the human body.
3. Students should learn that beef is a complete, high quality protein, meaning it contains all nine essential amino acids or building blocks our bodies need.
4. Beef is a naturally nutrient-rich food.

Teacher Background Notes:

1. Nutrient needs for all age groups and promoting nutrient rich foods
<http://www.choosemyplate.gov/> and <http://www.nutrientrichfoods.org/>
2. Current research on beef's nutrition
<http://beefnutrition.org/> and <http://www.beefnutrition.org/research.aspx>
3. Sorting out information about processed food
<http://www.foodinsight.org/> and <http://meatmythcrushers.com/>

Vocabulary:

1. **nutrient:** a substance in food that animals and people need to live and grow. About 50 separate nutrients are essential to health and no single food contains them all. Specific nutrients are common to particular food groups; thus, to have complete nutrition, people need to eat food from a variety of food groups.
2. **amino acids:** compounds that form to make protein; there are nine essential amino acids that make up living cells in the human body, meaning they must come from food. While there are 20 amino acids, the body is capable itself of making the nonessential amino acids.
3. **protein:** a complex natural compound found in all living animal and vegetable matter that is essential to sustaining a healthy body
4. **complete protein:** contains all 9 of the essential amino acids in proportions that are most useful to your body
5. **processed food:** a natural product that has been altered to make it longer lasting, safer, and/or more convenient

6. **nutrient-rich food:** a consumer friendly way to describe nutrient dense foods such as colorful fruits and vegetables, whole, enriched and fiber-rich grain foods, fat-free and low-fat dairy products, and lean meats, poultry, fish, eggs, beans and nuts
7. **vitamins:** nutrients found in foods that are essential for the normal functioning of the human body
8. **minerals:** naturally occurring inorganic substances, such as potassium, magnesium, etc., that are essential to health

II. Prior Knowledge:

Have students list their 10 favorite foods. Define processed foods. Have them star any examples on their list that are NOT processed. Discuss why they like processed foods so much. See how many other natural food products they can list.

III. Viewing Guide:

Answer the following questions while watching the video

1. List two of the essential vitamins/nutrients we need.
2. What does ZIP stand for?
3. How does zinc help your body?
4. How does iron help your body?
5. How does protein help your body?
6. What is meant by a processed food?

IV. Discussion Points:

1. Discuss video questions.
2. Bring samples of processed foods and have students check ingredients and calories.
3. Students research three favorite foods. Write the processing steps for each.
4. **Debate:** Eliminate processed food from your diet.

V. Evaluation:

Make a poster discouraging teens from eating too much junk food. Or make a poster encouraging teens to eat natural foods.

VI. Suggestions for Extended Learning:

1. Research food processing. What are the reasons to alter natural foods? What are common methods? Explore food processing from the economical/sales position. What are the pluses and minuses of processed foods?
2. Define a “natural” food. Make a list of natural foods. Divide into categories. Pick one from each and list food value and calories. Make conclusions.
3. Look at recipe books. Find 10 different ways to prepare beef. Pick a favorite recipe and prepare at home. Get critique from each family member. Write a report about the process.
4. Historical perspective – research early American diet. Make a list of common foods eaten for each meal. Compare to modern diet. Explain several reasons for the change.
5. Research obesity and diet. Why is obesity on the rise in this country? Discuss several things we can do to change the trend.

Wisconsin Teacher Standards which can be met with this curriculum, including rationale.

Standard 1: Subject matter.

This curriculum provides information not readily available in other forms. A teacher using this material will be well-informed about the subject matter.

Standard 2: Broad range of ability.

This curriculum provides instruction that supports their intellectual, social, and personal development.

Standard 3: Adapt instruction.

Adapt instruction. This curriculum provides suggestions for learners with a variety of intelligences and levels of ability.

Standard 4: Instructional strategies.

This curriculum includes the use of technology to gain information and suggestion for using research in extending learning.

Standard 5: Individual and group motivation.

Both prior knowledge and carefully designed group projects promote motivation for students to learn.

Standard 6: Verbal and nonverbal communications.

Instruction media and technology that promotes active learning are key parts of this curriculum.

Standard 7: Organizes and plans systematic instruction.

This curriculum is organized to support teacher knowledge, to draw on and motivate students to engage in active learning, and promotes active inquiry, collaboration, and supportive interaction in the classroom.

Standard 8: Formal and informal assessments.

Suggestions for a variety of assessments, both formal and informal, are offered in the curriculum.

Standard 10: Fosters relationships.

This curriculum provides information regarding ways in which to actively interact with native communities, both face-to-face events and in using distance learning or technology (e.g. email) methods.



WISCONSIN STUDENT PROFICIENCY STANDARDS which can be met teaching
Beef Up Your Health – Topic Video, Discover Mediaworks, 2012

Geography:

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

History:

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, to explain historical relationships, and analyze issues that affect the present and the future.

Political Science and Citizenship:

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and government.

Economics:

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.