

Englewood Public School District

Comprehensive Health

Grade 4

Unit: Eating for Good Health

Overview: Learning how to make good food choices is an important skill, however there are many factors that students will have to consider. Culture, family, peer and the media all influence students' everyday experiences with food and nutrition. Students also need to consider the consequences of poor food choices on future health and well-being.

Time Frame: One Marking Period

Enduring Understandings:

- Healthy choices and behaviors have a lasting impact on individual and community wellness.
- Food choices and eating habits are developed at an early age and are directly related to one's health.
- It is important to recognize the influences that impact food choices and the availability of healthy options, such as geography, culture, family, peers and the media.
- Making healthy eating choices is an important part of experiencing wellness.

Essential Questions:

- How does making healthy choices impact our own health as well as the health of others?
- How do healthy food choices reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to change people's ability to make healthy choices? Why do some people still engage in risky behaviors despite knowing the possible outcomes?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems. 2.1.4.C.1 Explain how most diseases and health	Topics	Students will identify foods they like to eat from magazines. They will cut these out and using the MyPlate poster, identify what category each food falls into. They will create a class collage of foods on	What's MyPlate poster choices, MyPlate.gov Whats My Plate https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf	Formative Assessments: Vocabulary Quiz/Matching
	Healthy Eating			Individual brown bag lunch
	Nutrition			Journal Entry
	Culture, Family, Peer and Media Influences			Discussions
				Benchmark Assessment:

<p>conditions are preventable.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p> <p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p>	<p>"Fast Food" Culture</p> <p>Objectives</p> <p>Students will determine how healthy eating aids in the development of the body and lowers the risk of disease.</p> <p>Students will differentiate between healthy and unhealthy eating habits.</p> <p>Students will identify societal and cultural influences that affect food choices.</p> <p>Students will investigate nutritional content, caloric content, and cost of favorite foods.</p> <p>Students will assess the roles of families and society in the promotion of healthy lifestyles.</p> <p>Students will create a healthy meal plan, including information about nutritional value, caloric content, and cost.</p>	<p>bulletin board paper.(NJSLs RI 4.4)</p> <p>Teacher will discuss how some foods/food choices vary based on culture. (6.1.4.D.13)</p> <p>Students will share foods from their culture by describing the item/recipe, including ingredients, and pictures (either photos from home or internet).(6.1.4.D.13)</p> <p>Students will discuss these choices using MyPlate poster to determine if they meet daily guidelines. (NJSLs RI 4.4)</p> <p>Students will create a healthy lunch for themselves by choosing pictures of appropriate items from magazines/internet and adding them to their brown bag. On the outside of the bag, students will list the categories represented from MyPlate poster.</p> <p>Teacher will discuss how unhealthy food habits can lead to disease such as obesity, diabetes, heart disease, etc.</p>	<p>Nutrition, BrainPop http://www.brainpop.com/health/nutrition/nutrition/</p> <p>Fats, Brain Pop http://www.brainpop.com/health/nutrition/fats/</p> <p>How To Read Food Labels, YouTube https://www.youtube.com/watch?v=zt_ko5QvGRc</p> <p>Food Labels, KidsHelath.or: http://classroom.kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf</p> <p>Food and Society articles, NewsELA https://newsela.com/text-sets/16201/foodsociety</p> <p>Obesity and Food articles, NewsELA https://newsela.com/text-sets/24/americas-expanding-waistline</p> <p>Sugar in Soft Drinks, National Institute of Health https://www.nhlbi.nih.gov/health/educational/wecan/downloads/tip-sugar-in-drinks.pdf</p> <p>Suggested Text</p>	<p>Common Formative Assessment</p> <p>Summative Assessments: Nutrition Label Chart</p> <p>Performance Assessment: Students will work in groups will plan meals for a day (breakfast, lunch, dinner and snack) for their family given a specific budget and will have to choose healthy products within that budget using a shopping circular what they learned about and nutritional labels. This will occur over several days.</p> <p>Healthy Recipe</p> <p>Writing Prompt: Students will write a journal entry about how they can have a positive influence regarding food choices among friends and family. Prompt: Think about it...how often do your friends or family members eat fast food, or drink soda? Can you influence them to change? How would you do it?</p> <p>Alternative Assessments: Peer Assessment Self Assessment</p>
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2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

Students will read articles about the effects of eating fast foods and soft drinks, and share the main point and key details with peers.(NJSLS RI 4.1)(NJSLS RI 4.2)

Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell

National Geographic Kids Cookbook

Students will engage in a hands-on experiment re: comparing how many teaspoons of sugar are contained in popular soft drinks (see resource). Each group will be given a soft drink and will have to measure out the amount of sugar contained into a baggie. These will be sealed and attached to a dark poster board for students to compare the differences.

Taste of Home Kid-Approved Cookbook, Taste of Home

Students will choose one health problem to research as a group and how a healthy diet can have a positive impact on it. They will post their findings on the school's social media. (NJSLS W 4.7)

Students will search online for TV commercials for junk food and will discuss with peers how the media influences them to make unhealthy food choices. (<https://www.commonsense>

media.org/blog/junk-food-ads-tips#) Teacher can ask students questions such as: What are the “tricks” advertisers use to get us to buy their products (colorful, extreme wording, famous people/kids characters, freebies, etc.)? Why do people buy them even when we know they are unhealthy? Students should go home and examine their cabinets. What tricks have they fallen for, if any?
(NJSLS SL 4.1)

Students will brainstorm healthy snack options. Teacher will choose one option and have students make the snack in class. For example,
(<http://kidshealth.org/en/kids/fruit-kabobs.html?WT.ac=ctg#carecipes>)

Students will create their own healthy snack recipe. Research time should be provided for students to get ideas as needed. All recipes will be added to class website/newsletter to be shared with families.

Students will review the recipes comparing the amounts represented. For

ex., students will identify that their recipe has 1 cup of granola, compared to 3 oz. of dried fruit.

(4.MD.A.1)

Students will view the Nutritional Label video from Youtube and learn how to read a label. Teacher will provide various packaged snacks to students (cookies, chips, etc.). They will analyze the labels and create a chart with: serving size, amount of sugar, sodium and fat per serving. Students will share their findings with the whole class, with emphasis on comparing measurements.**(4.MD.A.1)**

Students will track their food choices for 1 week using the MyPlate Daily tracker https://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_american/MyPlateDailyChecklist_1200cals_Age4-8.pdf Students will identify at least one change they can make by swapping an unhealthy choice for a healthier one.

Key Vocabulary:

Food choices – The selection of foods for consumption, which results from the competing, reinforcing and interacting influences of a variety of factors.

Eating habit – The way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when.

Soft drinks – A nonalcoholic drink, especially one that is carbonated.

Obesity – The condition of being grossly fat or overweight.

Diabetes – A disease in which the body's ability to produce or respond to the hormone insulin is impaired, resulting in abnormal metabolism of carbohydrates and elevated levels of glucose in the blood and urine.

Healthy – In good health.

Calories – A measure of energy in food, specifically the measure of heat needed to raise a kilogram or a gram of water by one degree Celsius.

Meal plan – Foods are divided into six groups: starch, fruit, milk, fat, vegetable, and meat. The plan sets a serving size (amount) for each food, and, within each group, each serving has a similar number of calories, protein, carbohydrate, and fat.

Nutritional value – Defines what a food is made of and its' impact on the body.

Healthy lifestyle – A way of living that lowers the risk of being seriously ill or dying early.

Snacks – A small amount of food eaten between meals.

Integration of 21st Century Standards NJSLs 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Students can use both English and their native language to label items
- Peers will work together on research
- Speak and display terminology and movement
- Look for children's books in

Special Education

- Lower level text will be provided
- Students will receive peer support for research
- Provide concrete examples
- Utilize modifications & accommodations delineated in the student's IEP

At-Risk

- Lower level text will be provided
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up

Gifted and Talented

- Students will present findings to other classes
- Students can continue research outside of class
- Students can be support for peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study

student's native languages <ul style="list-style-type: none"> • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	for the student to see during the time of the lesson. <ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Math:

4.MD.A1. Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column

table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.