

# Englewood Public School District

## Comprehensive Health

### Grade 5

#### Unit: My Wellness – Safety and Nutrition

**Overview:** This unit provides an in depth examination of nutrition and our food choices. Students consider their own choices along with others and think about the impact our choices have on lifelong wellness. The unit will end with a review of safety procedures and a new examination of safety patterns and vehicles, and how we could avoid unsafe conditions.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.
- Making healthy eating choices is an important part of achieving and sustaining wellness.
- Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.

**Essential Questions:**

- What are the factors that influence food choices and eating patterns?
- What does a balanced meal look like?
- What are the benefits and risks associated with nutritional choices?
- What can a nutrition label tell us about that food item and why is it important?
- Why is there a traffic safety system?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health</u></b>  <b>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</b></p> <p><b>2.1.6.B.3 Create a daily balanced nutritional meal</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Nutrition</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will assess the risks and benefits of personal food choices.</p>	<p>As a class, prepare healthy snack or meal and discuss the choice of ingredients. Students will discuss what snack this could replace in their diet (i.e. granola instead of chips). (NJSLs SL 5.1)</p>	<p>Nutrition for Kids.com  <a href="http://nutritionforkids.com/">http://nutritionforkids.com/</a></p> <p>Super Kids Nutrition, Saving the World, One Healthy Food at a Time!  <a href="http://www.superkidsnutrition.com/">http://www.superkidsnutrition.com/</a></p>	<p><b>Formative Assessment:</b>  The instructor will provide ongoing feedback regarding student’s wellness journals.</p> <p>The instructor will observe students and keep a running record of student’s understanding of nutrition</p>

**plan based on nutritional content, value, calories, and cost.**

**2.1.6.B.1 Determine factors that influence food choices and eating patterns.**

Students will apply personal health data to support the achievement of a diet and exercise goal.

Students will list the factors that influence food choices and eating patterns.

Students will create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal.

Students will explain the benefits and risks associated with nutritional choices, based on eating patterns.

Students will compare and contrast nutritional information on similar food products in order to make informed choices.

On a paper plate, students will create a plate of food with appropriately listed foods in each category after reading about the Choose My Plate Guide. (NJSLs RI 5.4)

Students will compare/contrast using a graphic organizer the nutritional information on two similar food products. They can bring these from home or they can be provided. (NJSLs W 5.8)

Using menus from local fast-food chains and restaurants compare nutrition information available. (NJSLs RI 5.1)

Students can create word problems using 5<sup>th</sup> grade math skills to give to peers to solve (i.e. total calories for lunch at McDonalds vs. Panera). (5.NF.B.6).

Students will create a poster design with positive/negative food behaviors and their effect on individual choices.

Students can compare and

Choose My Plate, USDA  
<http://www.choosemyplate.gov/>

**Suggested Books**

How to Teach Nutrition to Kids, Connie Liakos Evers

Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library), Tish Rabe and Aristides Ruiz

The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!, Edward Miller

as they construct meals and make food choices.

**Benchmark Assessment:**  
Common Formative Assessment

**Summative Assessments:**  
Students products will be evaluated to ascertain their understanding of nutrition.

Students will be asked to select items that are available for lunch from the school's cafeteria. They will then compare the items to the suggested food groups from MyPlate (<http://www.choosemyplate.gov/>).

Students will receive a grade for their weekly log and if they set appropriate and achievable goals.

**Alternative Assessment:**  
Peer Assessment  
Self-Assessment

contrast your school cafeteria menu with another school's menu (online) with regards to nutritional information. Students will apply math skills to get a total number of calories eaten for lunch during a week based on eating the school lunch daily. **(5.NF.B.6).**

Students will create a survey using Google Forms to report the food choices of peers, as well as what influences those choices.

Students will report their findings to the class, sharing trends that they found. **(NJSLs SL 5.3)**

Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. The goals should be monitored to evaluate if there is progress being made. **(NJSLs W 5.10)**

**Comprehensive Health  
2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.**

Safety	<b>Topics</b>	Students will create a model of the components of the traffic safety system.	Cell Phones While Biking: <a href="https://newsela.com/read/distracted-biking/id/13198">https://newsela.com/read/distracted-biking/id/13198</a>	<b>Formative Assessments:</b> Discussions Ongoing Feedback to students
Students will recognize,	<b>Objectives</b>	Students will discuss cell phone use as a cause of accidents after reading an	Driving Safety: <a href="https://www.nationwide.com/driving-safety-tips.jsp">https://www.nationwide.com/driving-safety-tips.jsp</a>	<b>Summative Assessments:</b>

**2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.**

identify and alert adults to potentially harmful conditions/situations.

Students will compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.

Students will summarize the components of the traffic safety system and explain how people contribute to making the system effective.

article. (NJSL SL 5.1)(NJSL RI 5.1)(NJSL SL 5.2)

Using the local newspapers cut out articles and describe incidents that have occurred. Students will discuss how injuries may have been prevented (i.e. texting and driving).(NJSL SL 5.2)

Students will learn about the Text Less Live More campaign and will decide how to spread the word in their community.

Students will participate in the campaign by promoting it through social media, creating materials for distribution in their school, etc.

Teacher led lessons on the connectedness of a community and prevention of suicide. Positive support will be the focus, as students will engage in activities to identify support systems in their community, and build self-esteem.

Students will discuss these topics with peers and

Text Less Live More:  
<http://textlesslivemore.org/textless-live-more-toolkit-2/>

Intentional Injury (Suicide Prevention):  
<https://yellowribbon.org/get-help/warning-signs.html>

Student models of traffic safety systems will be evaluated to ascertain their understanding of the need for safe behaviors on the road.

Students will receive a grade for their defense of a self-selected article regarding someone that was injured.

**Alternative Assessment:**  
Self-Assessment  
Peer Assessment

respond to journal prompts.  
(NJSLs W 5.10)(NJSLs  
SL 5.1)(NJSLs SL 5.2)

**Key Vocabulary:**

**Nutrition** – The process of providing or obtaining the food necessary for health and growth.

**Snacks** – A small amount of food eaten between meals.

**Ingredients** – Any of the foods or substances that are combined to make a particular dish.

**Diet** – A special course of food to which one restricts oneself, either to lose weight or for medical reason.

**Exercise** – Activity requiring physical effort, carried out specially to sustain or improve health and fitness.

**Nutritional information** – A label required on most packaged food in many countries.

**Intentional** – Done on purpose.

**Unintentional** – Not done on purpose.

**Incident** – An event or occurrence.

**Alert** – The state of being watchful for possible danger.

**Harmful** – Something that causes damage or is able to be hurtful.

**Injury** – An act that damages or hurts.

**Integration of 21st Century Standards NJSLs 9:**

9.1.8.E. 2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

**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/](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**

**Special Education**

**At-Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● Students can use both English and their native language to label items</li> <li>● Peers will work together on research</li> <li>● Speak and display terminology and movement</li> <li>● Look for children's books in student's native languages</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> </ul>	<ul style="list-style-type: none"> <li>● Provide concrete examples</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Lower level text will be provided</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change movement requirements to reduce activity time</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students may do research on topics and share with class</li> <li>● Students may support peers as needed</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Students can be support for peers</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> </ul>
--	--	--	--

**Interdisciplinary Connections:**

**ELA - NJSL/ELA:**

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

W.5.10. 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.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Math:**

5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**Integration of Technology Standards NJSL 8:**

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.