

Englewood Public School District

Comprehensive Health

Grade 3

Unit: Food and Healthy Living

Overview: Wellness begins at an early age, therefore it is important that students learn about the impact of their food choices on the future of their health. They will come to understand the factors that influence the choices they make that create their lifelong eating habits. Additionally, they will learn the skills necessary to make the best choices possible in the care of those many influences.

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 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.1.4.A.2 Determine the relationship of personal	<p style="text-align: center;">Topics</p> <p>Healthy Eating</p> <p>Nutrition</p> <p>Culture and Food</p> <p style="text-align: center;">Objectives</p>	<p>Students will stand in a circle and pass/toss a ball to a peer, identifying one of their favorite foods (they shouldn’t repeat). List all foods on board. Next, using the MyPlate poster, identify what category each</p>	<p>What’s MyPlate poster choices, MyPlate.gov: WhatsMyPlate https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf</p>	<p>Formative Assessments:</p> <p>Vocabulary Quiz/Matching</p> <p>Individual meal plate</p> <p>Recipe</p> <p>Journal Entry</p>

health practices and behaviors on an individual's body systems.

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

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.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

Students will determine how healthy eating aids in the development of the body and lowers the risk of disease.

Students will differentiate between healthy and unhealthy eating habits.

Students will identify societal and cultural influences that affect food choices.

Students will investigate nutritional content, caloric content, and cost of favorite foods.

Students will assess the roles of families and society in the promotion of healthy lifestyles.

Students will create a healthy meal plan, including information about nutritional value, caloric content, and cost.

food falls into.(NJSLs SL3.2)

Teacher will discuss how some foods/food choices vary based on culture. Students will share foods from their culture by drawing a picture and describing the item, which will be added to a class book.(**6.1.4.D.13**)

Students will create a T-Chart (on paper or digitally) differentiating foods that are Healthy vs. Unhealthy based on the MyPlate poster.

Teacher led discussion how unhealthy food habits can lead to disease such as obesity, diabetes, heart disease, etc. (**NJSLs SL 3.1**)

Students will choose one health problem to research as a group and how a healthy diet can have a positive impact on it.(**NJSLs W.3.7**)

Students will be shown TV commercials for junk food as a discussion starter about media influence on

Nutritious Foods:
<https://www.bing.com/videos/search?q=nutrition+gr+3&&view=detail&mid=C038197E86BA20DDEA3BC038197E86BA20DDEA3B&&FORM=VRDGAR>

How To Read Food Labels, YouTube:
https://www.youtube.com/watch?v=zt_ko5QvGRc

[Food Labels, KidsHealth.org:
http://classroom.kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf](http://classroom.kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf)

Suggested Books

The Berenstain Bears and Too Much Junk Food, Stan and Jan Berenstain

Gregory the Terrible Eater, Mitchell Sharmet

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

Discussions

Benchmark Assessment:
Common Formative Assessment

Summative Assessments:
Students will be given a specific budget for a family (their group) and will have to choose healthy products within that budget using a shopping circular and nutritional labels. This will occur over several days.

Alternative Assessment:
Self-Assessment

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

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

2.2.4.B.4 Develop a personal health goal and track progress.

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

unhealthy food choices.
(<https://www.common sense 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? Why do people buy them even when we know they are unhealthy? **(NJSL SL3.1)(NJSL SL 3.3)**

Students will brainstorm healthy snack options. Teacher will choose one option and have students make the snack in class. For example,
(<https://whatscooking.fns.usda.gov/recipes/supplemental-nutrition-assistance-program-snap/yogurt-berry-parfait>)

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 a class recipe book which should be copied and sent home or made available online.**(3.MD.A.2) (NJSL W 3.10)**

Students will write a journal entry about how they can

have a positive influence regarding meal choices in their family. (NJSLs **W3.10**)

Students will view the Nutritional Label video from Youtube and learn how to read a label. Teacher will provide various labels to small groups of students who will have to answer questions about the nutritional value of a product.(NJSLs **SL 3.1**)

Students will create a healthy meal for themselves by choosing pictures of appropriate items from magazines and creating a “plate”.

Students will be given a specific budget for a family (their group) and will have to choose healthy products within that budget using a shopping circular and nutritional labels.(**3.NBT.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_people.pdf

Key Vocabulary:

Nutrition – The process of eating the right kind of food so you can grow properly and be healthy.

Culture – The arts and other manifestations of human intellectual achievement regarded collectively.

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

Cultural influence – Historical, geographical, and familial factors that affect assessment and intervention processes.

Nutritional value – Label required on most packaged food in many countries.

Meal 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.

Snack – A small amount of food eaten between meals.

Food choices – The type of foods that a person chooses to eat, based on factors such as level of hunger, appearance of food and packaging, advertising, nutritional education and personal health choices.

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 will share books/photos about food from their own culture
- Peers will work together on research

Special Education

- Students may need physical prompts for appropriate use of the ball
- Students will bring in recipes and/or samples of food from

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

Gifted and Talented

- Students can read the book aloud to peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study

<ul style="list-style-type: none"> ● Students will share information about families in their culture ● Speak and display terminology and movement ● Look for children’s books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<p>home</p> <ul style="list-style-type: none"> ● Students will receive peer support for research ● Provide a mat to sit on to teach boundaries ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● 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 	<ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● 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:

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. 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.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Math:

3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Social Studies:

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

Integration of Technology Standards NJSL 8:

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

Career Ready Practices:

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

CRP4. Communicate clearly and effectively and with reason.

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