

Unit Title: Nutrition Castaways

4th Grade

INSTRUCTIONAL UNIT AUTHORS

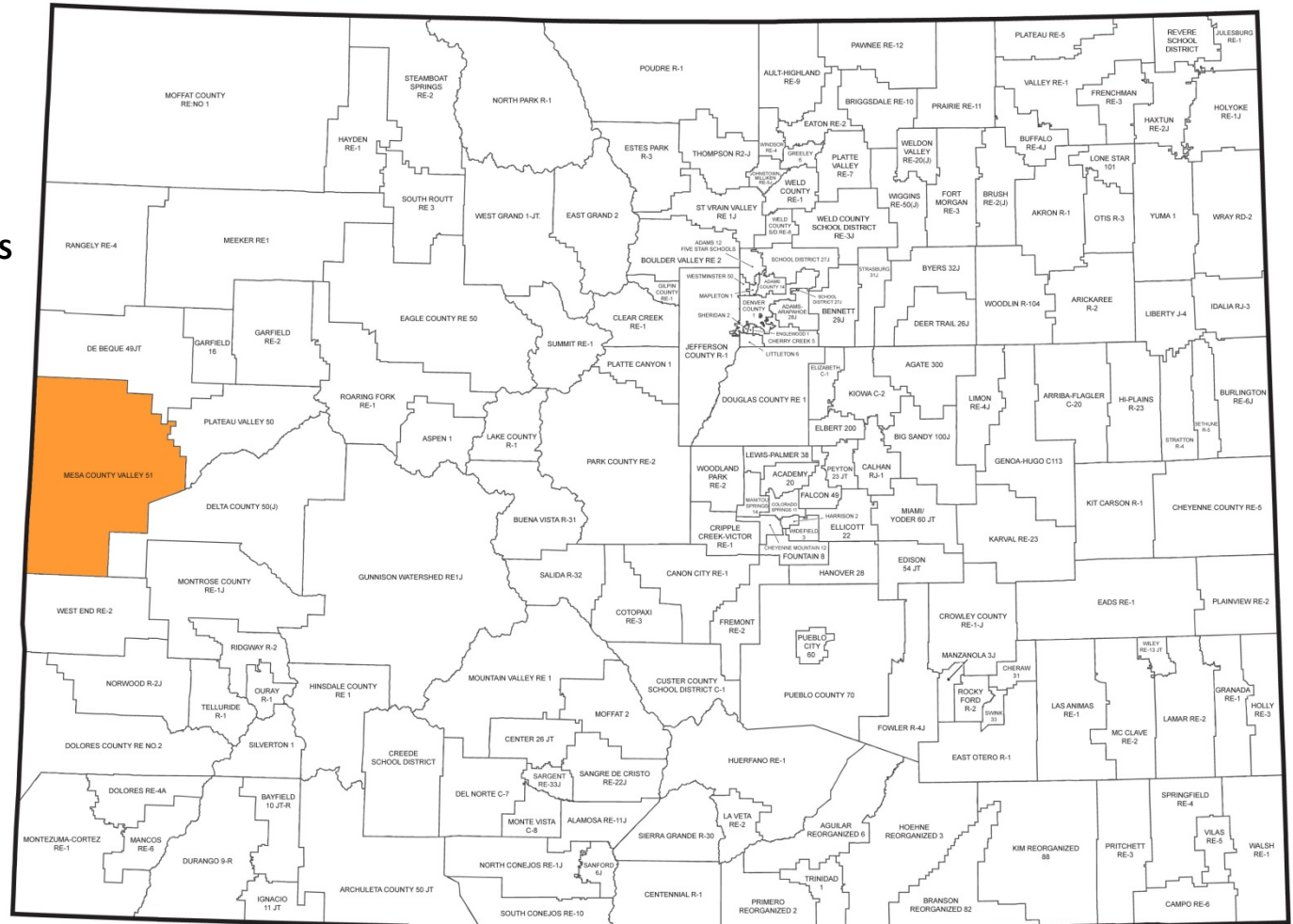
Mesa County Valley School
District 51

Sandy Thies

Ayme Zortman


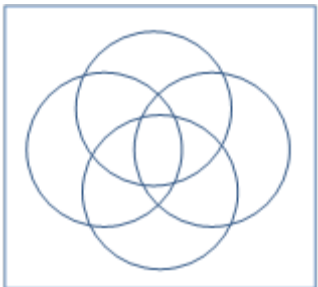
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comp Health and Physical Education	Grade Level	4 th
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Physical and Personal Wellness	Demonstrate the ability to set a goal to enhance personal nutrition Examine the connection between food intake and physical health Explain that the dimensions of wellness are interrelated and impact personal health	CH09-GR.4-S.2-GLE.1 CH09-GR.4-S.2-GLE.2 CH09-GR.4-S.2-GLE.3	
Movement, Competence and Understanding	Identify the major characteristics of mature locomotor, non-locomotor, manipulative and rhythmic skills Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.1-GLE.2	
Physical and Personal Wellness	Explain how the health-related components of fitness affect performance when participating in physical activity Recognize the relationship between healthy nutrition and exercise Recognize the benefits derived from regular, moderate and vigorous physical activity	PE09-GR.2-S.2-GLE.1 PE09-GR.2-S.2-GLE.2 PE09-GR.2-S.2-GLE.3	
4. Prevention and Risk Management	Identify and describe the benefits, risks and safety factors associated with regular participation in physical activity	PE09-GR.2-S.4-GLE.1	
Colorado 21st Century Skills			
<p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> 		<p>Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.</p> 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Nutrition Castaways	At Teacher’s Discretion	At Teacher’s Discretion	

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Unit Title	Buddy Builders		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Nutrition and Healthy Lifestyles	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.4-S.2-GLE.1 PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.1-GLE.2 PE09-GR.4-S.4-GLE.1 PE09-GR.4-S.2-GLE.2	PE09-GR.4-S.2-GLE.3 CH09-GR.4-S.2-GLE.3 PE09-GR.4-S.2-GLE.1 CH09-GR.4-S.2-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do food choices affect the brain? (CH09-GR.4-S.2-GLE.2-EO.a;IQ.4) (CH09-GR.4-S.2-GLE.3-EO.a,b) • Why do we sometimes eat even when we're not hungry? (CH09-GR.4-S.2-GLE.2-EO.b;IQ.2) • How would you go about improving your physical fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2) • What's the difference between the overload principle and "no pain, no gain?" (PE09-GR.4-S.2-GLE.1-EO.a,d; IQ.1; RA.5; N.1,3) • Do different types of physical activities produce different results? (PE09-GR.4-S.2-GLE.1-EO.b,d; IQ.2; RA.4,5) 			
Unit Strands	Physical and Personal Wellness in Comprehensive Health Physical and Personal Wellness in Physical Education Movement Competence and Understanding in Physical Education Prevention and Risk Management in Physical Education			
Concepts	Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content, Demonstration, Comparison, Explanation, Measurement, Identification, Description, Documentation, Assessing, Recognition, Development, Analysis, Body Functions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person's quality of movement, physical activity and overall health and wellness. (CH09-GR.4-S.2-GLE.2-EO.a) (CH09-GR.4-S.2- GLE.3-EO.a,b) (PE09-GR.4-S.2-GLE.1-EO.b,d;IQ.2; RA.4,5)	How can you increase physical activity during the school-day? (CH09-GR.4-S.2-GLE.2-EO.a;IQ.3) If two foods have the same amount of calories, are they equally healthy? (CH09-GR.4-S.1-GLE.2-EO.a;IQ.2)	Why do most people feel better after they eat? (CH09- GR.4-S.2-GLE.2-EO.a;IQ.1) What foods do you eat every day that have the highest amount of calories?
Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions and help one to develop goals for healthy eating (CH09-GR.4-S.2-GLE.1-EO.a;IQ.1) (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)	What are the primary components of fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)	Why is goal setting important? What is the role of fitness testing in overall wellness?

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<p>Body signals tell people when they are hungry or full and helps one to eat appropriate portion sizes to maintain a healthy weight and overall sense of wellness. (CH09-GR.4-S.2-GLE.1-EO.c) (CH09-GR.4-S.2-GLE.2-EO.b;RA.2)</p>	<p>What are examples of body signals? (CH09-GR.4-S.2-GLE.1-EO.c) How can you tell if a portion size is appropriate? (CH09-GR.4-S.2-GLE.1-EO.c;IQ.4)</p>	<p>Why do most people feel better after they eat? (CH09-GR.4-S.2-GLE.2-EO.b;IQ.1) Why are certain foods eaten in larger amounts even though those foods may not provide proper nutrients?</p>
<p>Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness. (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)</p>	<p>What is the F.I.T.T principle? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)</p>	<p>How does physical fitness impact successful participation of a variety of activities? Why would you want to change the results of your physical assessment?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> ● Goal setting skills (CH09-GR.4-S.2-GLE.1-EO.a) ● A variety of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b) ● Appropriate portion sizes (CH09-GR.4-S.2-GLE.1-EO.c) ● Body signals (CH09-GR.4-S.2-GLE.1-EO.c) (CH09-GR.4-S.2-GLE.2-EO.b) ● Physical activity effects (CH09-GR.4-S.2-GLE.2-EO.a;IQ.3) ● Activities for various components of fitness (PE09-GR.4-S.2-GLE.1-EO.c) ● Personal performance fitness goals (PE09-GR.4-S.2-GLE.3-EO.b) ● Health related components of fitness (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-.a) (PE09-GR.4-S.2-GLE.2-EO.b) ● The F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a) 	<ul style="list-style-type: none"> ● Set goals for healthy eating (CH09-GR.4-S.2-GLE.1-EO.a) ● Explain the importance of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b) ● Identify appropriate sizes of food (CH09-GR.4-S.2-GLE.1-EO.c) ● Recognize body signals for the need to eat (CH09-GR.4-S.2-GLE.2-EO.b) ● Demonstrate an activity for each component of fitness. (PE09-GR.4-S.2-GLE.1-EO.c) ● Record heart rate and water intake. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.2-EO.a) ● How to compare personal performance fitness goals.(PE09-GR.4-S.2-GLE.3-EO.b) ● Identify the health related component of fitness and their importance to overall health. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-.a) (PE09-GR.4-S.2-GLE.2-EO.b) ● Explain the F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a)

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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I will be able to identify a variety of food choices and develop healthy eating habits that will positively improve my physical activity and overall health.</i></p> <p><i>Improvement of personal fitness is developed through an understanding of health related fitness concepts that will promote lifelong wellness.</i></p>
<p>Academic Vocabulary:</p>	<p>Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content, Measurement, Comparison, Physical Activity, Fitness, Demonstrate</p>

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
BLUE	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Unit Description:	<p>This unit implements a variety of learning experiences that provides students with opportunities to develop their understanding of nutrition, calories, healthy lifestyle choices and the F.I.T.T. (Frequency, Intensity, Time and Type of exercise) Principle. The concepts of choices, lifestyle habits, body signals, health, wellness, and the identification of nutritional value are the main focus of this integrated comprehensive health and physical education unit. An active game called “Nutrition Island” requires students to utilize their nutritional knowledge and provides the culminating assessment for this unit.</p>
Unit Generalizations	
Key Generalization (s):	<p>Healthy eating habits and food choices with nutritional content, value and appropriate calories. may impact a person’s quality of movement, physical activity and overall health and wellness.</p>
Supporting Generalizations:	<ul style="list-style-type: none"> • Body signals tell people when they are hungry or full and helps one to eat appropriate portion sizes to maintain a healthy weight and overall sense of wellness. • Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions and help one to develop goals for healthy eating.

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	<ul style="list-style-type: none"> Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness.
Considerations:	Healthy eating habits, food choices and understanding the nutritional content of foods, may impact a person’s quality of movement, physical activity and overall health and wellness. The focusing lens of this 4th grade unit is “How nutrition and exercise impact health and wellness,” which then encompasses the major concepts (e.g. health, wellness, fitness and nutrition) and allows students the opportunity to engage in activities that reinforce positive healthy behaviors.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i> Integration Continuum Color: GREEN BLUE PINK YELLOW <small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small>	
Claims: <small>(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</small>	Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity and overall health and wellness.
Stimulus Material: <small>(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</small>	You and 2-3 of your fellow peers have become stranded as “Nutrition Castaways” on an island with no food. Your mission is to swim (e.g. on their stomachs, students will use their arms and legs to move on a scooter) to Nutrition Island and collect various food items that will create healthy meals (e.g. breakfast, lunch, dinner). Sharks will use the same scooter skill while tagging castaways who are swimming to Nutrition Island. All students will run one lap around the gym as an exercise component.
Product/Evidence: <small>(Expected product from students)</small>	Students will work in peer groups to create a healthy meal (e.g. breakfast, lunch, dinner). Students will demonstrate appropriate portion size, calories, food groups, daily serving allowances to create their meal. Each group will peer assess their classmates using a rubric created by the teacher for evaluation purposes. https://www.mc.edu/faculty/index.php/download_file/7796/7/ (Rubric developer) https://drive.google.com/open?id=111ahsktqOYaNAYsul3qQ16ojLOTHMI-So3THxsDM5DM (Nutrition Island lesson plan)
Differentiation: <small>(Multiple modes for student expression)</small>	Students incapable in the physical portion of the activity may still be included in a group by allowing them to help build their healthy meals.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Physical Activity and Nutrition for Health</i> , by Chris Hopper, Bruce Fisher, Kathy D. Munoz: adult <i>Eat Well and Keep Moving- An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity</i> , by Lilian W. Y. Cheung, Hank Dart, Sari Kalin, Steven L. Gortmaker: adult	<i>The Vegetables We Eat</i> , by Gail Gibbons: Lexile AD660L <i>Dinosaurs Alive and Well: A Guide to Good Health</i> , by Laurie Krasny Brown and Marc Brown: Lexile AD540L <i>Body and Health</i> by Gerry Bailey, by Steve Way: Lexile IG750L <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell: Lexile

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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like/work like a student who has an understanding of appropriate portion size and nutrition content.	Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12474#.Vtm5cfkwjs0 (Food Group Hustle Game) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11108#.Vtm5yPkwjs0 (Serving Up Nutrition that incorporates serving and portion size)
			Student Resources:	https://www.google.com/search?q=4th+grade+nutrition+worksheets&espv=2&biw=1031&bi=761&tbm=isch&tbo=u& (Samples of 4th Grade Nutrition Worksheets)
	Skills:	<ul style="list-style-type: none"> ● knowledge of the food groups ● understand portion sizes ● understanding of nutrition 	Assessment:	Students will participate in the activity “My Plate Shuffle.” https://drive.google.com/open?id=1ge-3W3Ki8DUxWhpBazzyDzoE_SN9BCiUSXsnpXtS_M (Lesson Plan)
2.	Description:	Think like/work like a student who understands the importance of proper caloric intake.	Teacher Resources:	http://www.uen.org/Lessonplan/preview.cgi?LPid=103 (Lesson and resources on calories)
			Student Resources:	http://www.discoveryeducation.com/teachers/free-lesson-plans/togethercounts/module2.cfm (Calorie worksheets)
	Skills:	<ul style="list-style-type: none"> ● calorie counting ● burning calories 	Assessment:	Students will participate in the activity “Candy Bar Fractions.” https://drive.google.com/open?id=1hG9AwQuPK7xc4pLHpZuqkf5n4U-VCznz0mZ-mLD5PgU (Lesson Plan)
3.	Description:	Think like/work like a student who understands the importance of physical activity and its value towards healthy living.	Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=683#.VtnGGPkwjs0 (Mission Possible Fitness Lesson) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12924#.VtnHZPkwjs0 (Fitness is Fun! Scavenger Hunt)
			Student Resources:	https://www.youtube.com/watch?v=utuPQRXf-Sw (The importance of physical activity at school) https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&cad=rja&uact=8&ved=0ahUKEwi46pDmx6fLAhWotYMKHd3SBB0QtwIILzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DUaBQCyJpzfc&usg=AFQjCNEdcHOz7ZFhPGsLsu5pvS1c0yuaDQ&sig2=5

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			BON2buzK2ZyAeQ3RcEc2Q (Importance of exercise for kids) http://www.nourishinteractive.com/nutrition-education-printables/category/14-fitness-kids-exercise-active-children-physical-ed (Healthy lifestyle worksheets)
Skills:	<ul style="list-style-type: none"> ● health ● wellness ● exercise ● fitness 	Assessment:	Students will be given a homework assignment. They will complete the homework throughout the month to promote physical fitness and activity outside of school. https://drive.google.com/open?id=1kb1RkkFx-MkVhm84YX_u4tpcFYNiRvXrWSPq6BQ3blo (Homework assignment)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as choices, health, wellness, value, comparison, and measurement. However, it is understood that not all 4th graders have the same prior life experiences when it comes to these concepts.

Learning Experience # 1			
<p>The teacher may review daily serving requirements and the food categories on the nutrition labels so students can analyze components of healthy verses unhealthy food.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW <small>Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</small></p>			
Generalization Connection(s):	Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity and overall health and wellness.		
Teacher Resources:	https://drive.google.com/open?id=1baJj833M0PAHLiwu5_VNKi-Gh_nDSJZJPfa7agCe5yE (Food Label worksheet) https://drive.google.com/open?id=1GV-F6uwIzQgpWhY8IzX-ni4q8XYIleLEZkdWVlzs6oE (e.g. Food Label picture to hang on wall) http://www.choosemyplate.gov/multilanguage-spanish (e.g. Food pictures, nutrition information)		
Student Resources:	http://kidshealth.org/en/kids/labels.html (Figuring out food labels) http://www.learnnc.org/lp/editions/nutrition/6425 Blank samples of food labels http://www.choosemyplate.gov/multilanguage-spanish (e.g. Food pictures, nutrition information)		
Assessment:	Students will work in partners to complete their Food Label Scavenger Hunt Cards. https://drive.google.com/open?id=1baJj833M0PAHLiwu5_VNKi-Gh_nDSJZJPfa7agCe5yE (Food Label worksheet) Set up around the gym will be pictures of ten various food items with their nutrition labels attached. Students will work with their partner to find the answers to all of the questions on their worksheets using the pictures and nutrition labels set up around the gym. After students answer each question they will skip one lap around the gym. https://drive.google.com/open?id=1GV-F6uwIzQgpWhY8IzX-ni4q8XYIleLEZkdWVlzs6oE (e.g. food label pictures to hang on wall)		
Differentiation:	<table border="1" style="width: 100%;"> <tr> <td>Access (Resources and/or Process)</td> <td>Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> • Provide adaptive learning materials (e.g. spanish materials) http://www.choosemyplate.gov/multilanguage-spanish	Students may: <ul style="list-style-type: none"> • Work individually
Extensions for depth and complexity:	N/A	Students may: <ul style="list-style-type: none"> • Student groups may share their findings with another group • Students may compare food labels and determine which foods are healthy choices
Critical Content:	<ul style="list-style-type: none"> • Goal setting skills • A variety of healthy foods • Appropriate portion sizes 	
Key Skills:	<ul style="list-style-type: none"> • Set goals for healthy eating • Explain the importance of healthy foods • Identify appropriate sizes of food • Recognize body signals for the need to eat 	
Critical Language:	Choices, Health, Wellness, Value, Content, Comparison, Measurement, Identification, Description, Documentation, Recognition, Analysis	

Learning Experience # 2	
<p>The teacher may review the different food categories and discuss the components of “My Plate” so students can determine what types of food they should be eating to stay healthy.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center"><small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small></p>	
Generalization Connection(s):	Healthy eating habits and food choices with nutritional content, value and appropriate calories may impact a person’s quality of movement, physical activity and overall health and wellness.
Teacher Resources:	https://drive.google.com/file/d/0B70t5SCFheAQbms0M1NtSINmSFE/view (Jessica Shawley’s Nutrition Lessons) http://www.choosemyplate.gov/10-tips-nutrition-education-series (My Plate 10 Tips for Nutrition) https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FjtDFBwc0ZNZndBcmc ((My Plate: Make Your Plate Great) https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FjtVjN0MEVBV0lvZjQ (Spinners for Lesson)
Student Resources:	http://www.choosemyplate.gov/10-tips-nutrition-education-series (My Plate 10 Tips for Nutrition) https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FjtDFBwc0ZNZndBcmc (My Plate: Make Your Plate Great) https://drive.google.com/file/d/0B70t5SCFheAQbms0M1NtSINmSFE/view (Jessica Shawley’s Nutrition Lessons) https://drive.google.com/drive/u/0/folders/0B7PY-mRe9FjtVjN0MEVBV0lvZjQ (Spinners for Lesson)

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Assessment:	Students will work in teams to complete physical activities to build a balanced plate and reflect on nutrition. Teams will each choose one cashier that will be in charge of bucks and going to the bank. All players will earn bucks by going to a spinner and choosing an exercise, then completing 10 reps of the exercise. Keep repeating the process until the team has 10 bucks. When the team has 10 bucks, the Cashier cashes in the 10 bucks for one piece of food. Take the food back to their teams “plate” and repeat the process until they have made a healthy meal. Student’s teams will discuss if they created a healthy meal? Why or why not?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Provide adapted learning resources. 	Students may: <ul style="list-style-type: none"> • Play individually.
Extensions for depth and complexity:	The teacher may: <ul style="list-style-type: none"> • Provide a specific exercise focus for each station (strength, agility, muscular endurance, and cardiovascular) • Provide an overall theme to ALL the cones for a specific type of workout. • Vary the repetitions and intensity reinforcing the FITT principle simultaneously. (e.g. set pedometer activity time, set MVPA goals, and take heart rate to analyze pulse at select times) 	Students may: <ul style="list-style-type: none"> • Build their own station activities for other students to try out • Students may write in the name of the exercise and/or the repetitions completed • Students may write in the muscle(s) used for the exercise • Students may write in the name of a food that fits the food group
Critical Content:	<ul style="list-style-type: none"> • Goal setting skills • A variety of healthy foods 	
Key Skills:	<ul style="list-style-type: none"> • Set goals for healthy eating. • Explain the importance of healthy foods 	
Critical Language:	Choices, Goals, Habits, Variety, Responsibility, Health, Wellness, Value, Content, Demonstration, Comparison, Explanation, Measurement, Identification, Description, Recognition	

Learning Experience # 3	
The teacher may pose the question “Do you know what it means when I say, calories in verses calories out?” so students can synthesize the relationships between caloric intake and calorie expenditure through exercise.	
Integration Continuum Color: GREEN BLUE PINK YELLOW	
<small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small>	
Generalization Connection(s):	Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions and help one to develop goals for healthy eating.

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Teacher Resources:	http://www.pbslearningmedia.org/resource/b0209b03-420b-4948-b2a6-d6a58196b60c/b0209b03-420b-4948-b2a6-d6a58196b60c/ (Video on calories and healthy vs. unhealthy foods) https://www.youtube.com/watch?v=uvahFySXhLs Kid video about calories (e.g. Carbohydrates, Proteins, Fats)	
Student Resources:	http://www.nourishinteractive.com/nutrition-education-printables/678-math-computation-calories-worksheet-elementary-school-children (Morning meal calorie worksheet) http://www.nourishinteractive.com/nutrition-education-printables/855-kids-healthy-lunch-fun-nutrition-worksheet-math-calorie-sheet (Lunch meal calorie worksheet) http://www.nourishinteractive.com/nutrition-education-printables/705-kids-unhealthy-dinner-fun-nutrition-worksheet-math-calorie-sheet (Dinner meal calorie worksheet) https://www.getfit.tn.gov/kids/calculator.aspx (Kid calories burned calculator)	
Assessment:	<p>M&M activity- students will wear a pedometer and measure their steps for the activity. At the end of the lesson student will convert steps to calories burned and will receive M&M’s that equal their calories burned. The lesson is done in free rotating stations. The stations will be a variety of activities so students can compare and make choices according to which activities will increase their step count. (e.g. step station, yoga station, jump rope station)</p> <p>https://docs.google.com/document/d/1BNsjVimqd_djC8FilqqcvopQHmnZQ9CCNuClrKgrnGk/edit?usp=sharing (M&M lesson plan)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Need to place the students pedometer on a different body part in order for them to get their steps 	Students may: <ul style="list-style-type: none"> • Share a connection they have relating to calories in, calories out
Extensions for depth and complexity:	N/A	Students may: <ul style="list-style-type: none"> • Build their own station activities for other student to try out.
Critical Content:	<ul style="list-style-type: none"> • Goal setting skills • Physical activity effects • Activities for various components of fitness • Personal performance fitness goals • Health related components of fitness • The F.I.T.T. principle 	
Key Skills:	<ul style="list-style-type: none"> • Set goals for healthy eating • Identify appropriate sizes of food • Recognize body signals for the need to eat • Demonstrate an activity for each component of fitness • Record heart rate and water intake • How to compare personal performance fitness goals 	

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	<ul style="list-style-type: none"> Identify the health related component of fitness and their importance to overall health. Explain the F.I.T.T. principle
Critical Language:	Choices, Responsibility, Health, Wellness, Content, Measurement, Identification, Description, Documentation, Assessing, Recognition, Analysis

Learning Experience # 4		
<p>The teacher may show a video that analyzes a nutritional food label so students can draw conclusions about the important components of a nutrition food label.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right"><small>Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small></p>		
Generalization Connection(s):	Body signals tell people when they are hungry or full and helps one to eat appropriate portion sizes to maintain a healthy weight and overall sense of wellness.	
Teacher Resources:	http://www.uwhealthkids.org/kidshealth/kids/staying-healthy/fabulous-food/figuring-out-food-labels/10256.html (Figuring Out Food Labels video)	
Student Resources:	http://www.uwhealthkids.org/kidshealth/kids/staying-healthy/fabulous-food/figuring-out-food-labels/10256.html (Figuring Out Food Labels video)	
Assessment:	Students will be placed into relay teams to complete the activity called Label Able. This activity requires students to use relay style to collect food nutrition labels and use the information on the card to answer questions on their team worksheet. https://docs.google.com/document/d/1ZkdNZ-7Py0I6XoADihuhvFQusTOIKNAKFobHfHn9DHo/edit?usp=sharing (Label Able Lesson Plan) https://drive.google.com/file/d/0B0AbAVDVGW12tNUQ2d3BWampZNDQ/view?usp=sharing (Label Able Nutrition Cards)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> Provide adaptive learning materials (e.g. Braille worksheets and nutrition labels) 	Students may: <ul style="list-style-type: none"> Work individually
Extensions for depth and complexity:	The teacher may: <ul style="list-style-type: none"> will provide a variety of food labels for students to build a meal (e.g. breakfast, lunch, dinner) Using the food labels collected students will add the calories and get a total calorie count for the meal. Students will determine if they have a healthy meal based on the nutritional value of each food. 	Students may: <ul style="list-style-type: none"> Create their own questions for other groups Complete a second worksheet

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Critical Content:	<ul style="list-style-type: none"> ● Goal setting skills ● A variety of healthy foods ● Appropriate portion sizes ● Body signals
Key Skills:	<ul style="list-style-type: none"> ● Set goals for healthy eating ● Explain the importance of healthy foods ● Identify appropriate sizes of food ● Recognize body signals for the need to eat
Critical Language:	Choices, Goals, Habits, Variety, Health, Wellness, Value, Comparison, Measurement, Identification, Description, Documentation, Recognition, Analysis

Learning Experience # 5			
<p>The teacher may show examples of various activities (e.g. jump rope, sit and reach, sit ups, push-ups,) so students can analyze the different components of fitness in order to make connections to the F.I.T.T Principle. (e.g. muscular strength, muscular endurance, cardiovascular endurance, flexibility)</p> <p style="text-align: right;">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p style="text-align: center; font-size: small;">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>			
Generalization Connection(s):	Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness.		
Teacher Resources:	http://www.abetterbodytraining.com/key_components_to_physical_fitness.html (Explanation of the 5 Components of Fitness) https://www.google.com/search?q=five+components+of+fitness+posters&espv=2&biw=1366&bih=677&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjlytSCs (Posters of the 5 Components of Fitness) https://plickers.com/ (Teacher friendly assessment tool) https://docs.google.com/document/d/1pvT42M118Ch9cd8v-LzjdfBRAOmIZCfP63IPiH4gM3M/edit (F.I.T.T. Principle Worksheet)		
Student Resources:	https://www.teacherspayteachers.com/Product/Fitness-Portfolios-1345798 (Sample of a Student Portfolio for the Five Components of Fitness available for purchase) https://docs.google.com/document/d/1pvT42M118Ch9cd8v-LzjdfBRAOmIZCfP63IPiH4gM3M/edit (F.I.T.T. Principle Worksheet)		
Assessment:	<p>Students will be put in groups at various stations. At each station students will do various activities (e.g. sit and reach, jump rope, sit ups, step ups, and push-ups) that use the components of fitness. Students will record scores from each station and fill out the worksheet that utilizes the F.I.T.T Principle so students can continue their workout routine at home. At the end of the class students will take a Plickers assessment to show they understand the four components of fitness.</p> <p> https://drive.google.com/open?id=0B0AbAVDVGW12tRjF2dWsyNHFZY1E (Stations worksheet) https://docs.google.com/document/d/1pvT42M118Ch9cd8v-LzjdfBRAOmIZCfP63IPiH4gM3M/edit (F.I.T.T. Principle Worksheet) </p>		
Differentiation:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Access (Resources and/or Process)</td> <td style="width: 50%;">Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

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(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>The teacher may:</p> <ul style="list-style-type: none"> ● Provide adaptive learning materials (e.g. Braille Plickers and worksheets). ● modify stations to accommodate students (e.g. physical disabilities) 	<p>Students may:</p> <ul style="list-style-type: none"> ● Have a modified station to accommodate a disability
Extensions for depth and complexity:	<p>The teacher may:</p> <ul style="list-style-type: none"> ● Provide various levels of challenge for each fitness component. 	<p>Students may:</p> <ul style="list-style-type: none"> ● Write a description of each component of fitness ● Develop additional stations that demonstrate the different components of fitness
Critical Content:	<ul style="list-style-type: none"> ● Goal setting skills ● Body signals ● Physical activity effects ● Activities for various components of fitness ● Personal performance fitness goals ● Health related components of fitness ● The F.I.T.T. principle 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate an activity for each component of fitness. ● Record heart rate and water intake. ● How to compare personal performance fitness goals ● Identify the health related component of fitness and their importance to overall health ● Explain the F.I.T.T. principle ● Identify the proper form to lift heavy objects 	
Critical Language:	<p>Health, Wellness, Demonstration, Comparison, Explanation, Measurement, Identification, Description, Documentation, Assessing, Recognition, Development, Analysis, Body Functions</p>	