



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> transdisciplinary theme Who We Are <p>An inquiry into the nature of the self, beliefs, and values; personal, physical, mental, social, and spiritual health; human relationships and family, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>central idea</p> <p>Choices regarding diet and exercise correlate to personal health</p>	<p>School: Willard School code: 7202</p> <p>Teacher(s): Negrete, Gray, and Van Der Heide</p> <p>Date 8/14/17 – 9/29/17</p> <p>Proposed duration: 90 hours over 6 weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will make a project/presentation of their choice demonstrating their understanding of the central idea- “Choices regarding diet and exercise correlate to personal health “ Student will choose area or aspect of health of their choice (Topic may range from (nutrition, vitamins and how they affect the body, causes and cures for disease, how economics affects health, the impact of exercise.etc) Students will present their findings in formats of their choice (PPTs presentations, papers, brochures, menus, etc.)</p> <p>Teacher will assess students ability to explain factors change or affect health, how these factors affect health, and students’ ability to explain how to improve health or health conditions.</p> <p>Throughout the unit teacher will observe student ability to take personal action such as:</p> <ul style="list-style-type: none"> Students may choose to help those less fortunate by providing nonperishable foods to families in need. Students may take more responsibility for their own health by making choices regarding food and exercise that will improve their health. Students will demonstrate knowledge about their health topic by researching, reading and paraphrasing articles, writing, and putting together a project of their choice based on the information gathered. 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts: function, reflection, change</p> <p>Related Concepts: Power and privilege, choice, value</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> The human body Nutrition and diet Exercise <p>What teacher questions/provocations will drive these inquiries? What is the process in which our bodies use food?</p> <ol style="list-style-type: none"> Which factors affect health? How do we get the proper nutrients for health? How do we improve health? How does where we live affect our health? <p>Provocations</p> <p>Students discuss favorite meals; their perceptions of what healthy foods are; discuss what people around the world eat.</p>

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- Teacher will chart what they know about nutrition and digestion using thinking maps/KWL charts
- Given a diagram of the body students will label and identify the parts of the digestive system that they are aware of
- Through discussion, teacher will determine what knowledge the students have of nutritional value in various foods

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through informational articles students will learn about various health topics and teacher will assess their ability to formulate questions, find related information, and draw conclusions.
- Through student-built models and diagrams, the teacher will assess the student's knowledge of the digestive system and its processes.
- The teacher will assess the student's ability to analyze nutritional information using food labels.
- Through presentations, the teacher will assess the student's ability to explain the role of vitamins and minerals and how they are attained.
- Through inquiry activities and cumulative assessments teacher will assess student's knowledge and understanding of My Plate, number of servings of each food group, and the nutritional value found in foods, and how foods are digested.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. The teacher/student will chart and discuss why humans need food.
2. The teacher/student investigates how certain types of food affect the body.
3. Students will generate questions about the relationship between types of food we eat and our health.
4. The teacher/student investigates how the body uses food and will predict and investigate how the human body obtains energy.
5. Students investigate the human body. Groups will research organs and explain their functions to the class. Students will diagram the digestive system and explain its process.
6. Teacher introduces students to new vocabulary such as carbohydrates, fats, calories, and protein. Students investigate calories, fat, protein, and carbs. Students will design questions about these nutrients and research their answers to share with the class.
7. Students investigate the relationship between food and health, taking into consideration gender and medical needs.
8. Students will research vitamins and minerals, using thinking maps to explain their uses and how they are obtained.
9. The students will research a health topic of their choice and prepare a presentation to share with their classmates.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research Skill: collecting, organizing, interpreting, planning, and presenting data as students research benefits of food nutrients and food groups

Communication Skills: listening, speaking and presenting as students present research projects related to food group and digestive system

Thinking Skills: acquisition and knowledge, analysis, evaluation as they take learned information and are able to categorize, and use knowledge to make informed choices.

Students will demonstrate the following attitudes and profiles throughout the unit: curiosity, inquirers, thinkers and reflective

Connections to NGSS standards of plant and animal parts and chemical processes

Plant and Animal parts

Chemical processes

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Food labels; food picture cards; Science extension sections pertaining to body systems; Health book; Food books from library; weekly food ads; Advertisements; Poster board, The Human Body Diagram, www.kidshealth.com

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Classroom setting will be conducive to cooperative group investigation.