

UbD Plan - Food

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <ul style="list-style-type: none"> <li>● RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>● RI.4.9: Integrate topics from two texts on the same topic in order to write or speak about the topic knowledgeably.</li> <li>● W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>● W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- make conscientious choices about food consumption and waste.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- the food we eat is part of a global food system.</li> <li>- many people suffer from food insecurity, which is a result of social inequality.</li> <li>- food waste is a social problem.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>- What should we eat?</li> <li>- What should we think about when choosing foods?</li> <li>- Why do different people have different access to foods?</li> <li>- What happens to leftover food?</li> <li>- How is the production of our food connected to the environment, society, health, and me?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- see above.</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- designing a research question and investigating the answer.</li> <li>- writing letters.</li> <li>- thinking critically and making conscientious choices.</li> </ul>

<ul style="list-style-type: none"> <li>● SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>● SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>		
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**Stage 2 - Evidence**

Evaluative Criteria	Assessment Evidence
Rubric to be created.	PERFORMANCE TASK(S): poster of tracking food
	OTHER EVIDENCE:

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

1. **Topic: Where does our food come from? (2 lessons)**
  - a. **Objective:** SWBAT demonstrate critical thinking around food origins. SWBAT prepare for a class trip to the grocery store to investigate foods.
  - b. **Materials:** bag of snack food, book *How Did That Get on My Plate? The Story of Food*, examples of foods from book (cheese sandwich, carrots, clementines, chocolate chip cookies, milk)
  - c. **CC:**
  - d. **Lesson Sequence:** Write a list of five of your favorite foods. Share with a partner, then with the class. Teacher writes on board to use later. Pre-teach vocabulary from book. Preview book, and elicit fiction/nonfiction and author’s purpose. Read the story as a class. Students may choose which item they want to read about first. Find locations on a map and speculate about how the products were shipped. Turn and talk: what is one thing you learned? Go back to list of favorite foods. Select one (or a

few) of the most common. What ingredients does it have? Write on board. Focus on each ingredient and ask where do you think it comes from? How could we find answers to this information? (look at the package; write letters to ask) Model package of food - what information do I need? (product name, brand name, distributor, any other contact information) Have students choose a product (need a variety of packaged and fresh).

**2. Topic: Food Investigation Food Trip**

- a. **Objective:** SWBAT locate manufacturer's information on a food item of their choice.
- b. **Materials:** clipboards, pencils, food products
- c. **CC:**
- d. **Lesson Sequence:** Distribute worksheets and review what information they will be looking for. Walk across the street to the grocery store. Students find information and record it, then help their friends do the same. Also have students complete a blank nutritional label.

**3. Topic: Letter Writing or Interviewing**

- a. **Objective:** SWBAT ask questions about their products and receive answers. SWBAT demonstrate understanding of the conventions of formal letter writing.
- b. **Materials:** maps, sentence strips
- c. **CC:**
- d. **Lesson Sequence:** Explain that the goal is to find out where the food came from, and how it traveled from farm to factory to store. Brainstorm what questions we need to ask. Write questions on sentence strips (maybe have these pre-written) and work with students to arrange them in a logical order. Goal questions: Where was your product made? What are the ingredients of your product? Where did each of these ingredients come from? Who harvested the fruits and vegetables in your product? Where were they harvested? What company shipped the different ingredients to the factory and the final product to the shelves? How were they shipped? Where were they shipped to? Review the conventions of letter writing. Discuss what information they will need to share in the introduction of their letter. Type final drafts on computers, or prepare to make a phone call. Model example that the teacher has modeled ahead of time.

**4. Topic: Analysis of Environmental Impact**

- a. **Objective:** SWBAT engage in discussions about the environmental impact of the food industry.
- b. **Materials:** maps and stickies of information
- c. **CC:**
- d. **Lesson Sequence:** As information comes in, mark on map with pictures of the food item. If companies declined to answer, brainstorm reasons why. Discuss environmental costs of shipping, and other environmental costs (e.g., refrigeration, washing, cooking, packaging). Choose one food and discuss how each of these negatively impacts the environment.

**5. Topic: Origins of Energy**

- a. **Objective:** SWBAT explain the origins of energy (fossil fuels, coal, nuclear, renewable).
- b. **Materials:**
- c. **CC:**
- d. **Lesson Sequence:** Students learn where energy comes from, then connect that to the production of food. Students will finish by brainstorming suggestions to cut down on the environmental costs. Maybe write a letter to a relevant audience proposing the change and explaining why.

**6. Topic: Healthy Eating** (to be taught while waiting for responses to emails)

- a. **Objective:** SWBAT identify foods as healthy or not and explain why. SWBAT explain words *nutrients, protein, carbohydrates, dairy, grains, fruits, vegetables* and what they do for the body. SWBAT design a hypothetical healthy meal for themselves.
- b. **Materials:** book *How Did That Get on My Plate?* food suggestions  
[https://fit4schools.sanfordfit.org/files/8\\_S15\\_Choose%20Your%20Plate.pdf?utm\\_source=mdr-wat&utm\\_medium=email&utm\\_campaign=article](https://fit4schools.sanfordfit.org/files/8_S15_Choose%20Your%20Plate.pdf?utm_source=mdr-wat&utm_medium=email&utm_campaign=article) How to Build a Meal [https://fit4schools.sanfordfit.org/files/3\\_teen\\_healthy\\_plate.pdf](https://fit4schools.sanfordfit.org/files/3_teen_healthy_plate.pdf) My Healthy Plate (saved in docs), copy of lunch menu
- c. **CC:**
- d. **Lesson Sequence:** Brainstorm responses to the question What should we eat? Why? Review final page in book that explains different components. Look at plate handout and model example of what they ate for lunch (use lunch calendar in case they don't remember). Analyze how it corresponded to the recommendations. Hand out worksheets with suggestions for each category. Students complete a hypothetical meal that has all the required components.

**7. Topic: Reading Nutrition Labels**

- a. **Objective:** SWBAT explain what information can be found on a nutrition label. SWBAT find relevant information on a nutrition label and explain its implications for health.
- b. **Materials:**
- c. **CC:**
- d. **Lesson Sequence:**

**8. Topic: Food Waste / Compost**

- a. **Objective:** SWBAT explain how food waste (should) break down. SWBAT explain what happens to waste food.
- b. **Materials:**
- c. **CC:**
- d. **Lesson Sequence:**

**9. Topic: Posters**

- a. **Objective:** SWBAT display all their learning on a poster.
- b. **Materials:**
- c. **CC:**
- d. **Lesson Sequence:** Show students a model poster. Have the food, and trace it on a map from origin to the factory to the store. Include information about environmental costs, and a conclusion on what we can do to improve it.