

# 10 Diet and Disease Prevention

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Adequate nutrition is essential for healthy living.

There are potential inadequate nutrients in a diet plan.

Individuals can follow dietary guidelines to prevent or minimize disease.

## **CONTENT AREA STANDARDS**

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HPE.2.1.8.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.1.8.C.CS1	The prevention and control of diseases and health conditions are affected by many factors.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.W.6.10	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.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others'

ideas and expressing their own clearly.

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Eating patterns are influenced by a variety of factors.
- Selective foods from the food pyramid are packed with nutritive value.
- Evaluating food labels will help individuals make more informed and healthier decisions.
- Lacking essential nutrients can result in health problems.
- The prevention and control of diseases are affected by many factors.
- The prevention and control of health conditions are affected by many factors.

### **Procedural Knowledge**

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Students will be able to:

- Select foods with nutritive value from the food pyramid.
- Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories.
- Research food practices to nutrition and disease prevention.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Diagram dietary guidelines to prevent or minimize disease.
- Evaluate and select digital tools and information sources based on the appropriateness for specific tasks.

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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Match foods from five food groups and determine how much individuals need.

Evaluate food labels and serving sizes station activity.

Station activity - research diseases and conditions that may affect teens to aid in understanding the definitions, causes, symptoms, and treatments.

Role play with a partner to act out each scenario by determining what is wrong with the person and how you could help.

Read and respond to a supplemental article on heart disease and prevention.

Chart controllable vs untrollable factors that determine a persons chances of develeoping food related health probelms (e.g., heart disease).

Illustrate a heart healthy diet.

Diagram dietary guidelins to prevent or minimize diseases.

Organize a school nutrition committee ran by students to create a healthy school environment (e.g., 4 H club=head, heart, hands, health).

Role play, class discussion, class participation, teacher made assessments.

## **Summative Assessments**

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Create a heart healthy diet plan and serve the nutritious meal (teacher made rubric).

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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My Plate Food Matching Game - <https://www.healthyating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game>

Figuring Out Food Labels - <https://kidshealth.org/en/kids/labels.html>

## **INTERDISCIPLINARY CONNECTIONS**

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English Language Arts - Information Writing; Implementation of Conventions of Standard English.

Technology/Multimedia - Research Based Writing, Google; Media Literacy; Educational Tech Applications.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

### Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

### Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

### Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.

- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.
- Help with organization of materials (e.g., Google classroom, acces to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

## Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

## Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

Enrichment activity - arrange to speak to community members about food related disease and preventative methods to promote awareness.