

Hello again ELD 9th and 10th grade students! Attached is the work for your 2nd week of Distance Learning. The assignment is from StudySync. For Week 2, you will be reading the article: *Food: Love or Addiction* and completing the three assignments that go with it. Please contact your teacher (Mr. Alford, Ms. Harding, or Ms. Welk) through email or a text on Google Voice if you have any questions during their daily (Monday through Friday) office hours listed below.

Teacher	Email, Google Voice	Office Hours
Mr. Alford	halford@tusd.net , (209) 597-8589	9 am to 11 am
Ms. Harding	lharding@tusd.net	10 am to 12 pm
Mrs. Welk	cwelk@tusd.net , (209) 565-0272	10 am to 12 pm

Getting Started: Please fill out the following:

Step 1: Circle your Teacher and Class Period

Mr. Alford	Mr. Alford	Ms. Harding	Ms. Welk
ELD 9	ELD 9	ELD 10	ELD 10
Period 1	Period 2	Period 1	Period 3
Week 2	Week 2	Week 2	Week 2

Step 2: Identify Yourself (Please print clearly)

Your Name:

Week 2 Assignment Directions: You are not required to annotate or highlight the reading but we recommend you do so (if you can print it out or have a printed copy) to do a close read and help with your assignments. Please do the following three assignments in the order they are listed. The directions for assignments may mention working in partners but you will need to complete them individually. Let your teacher know during their office hours if you have any questions.

Assignment #1: First Read: Food: Love or Addiction

Assignment #2: Re-read 1: Food: Love or Addiction

Assignment #3: Skill: Technical Language

How to turn in:

Mrs. Welk's students may just complete the work online and submit it through Microsoft Teams, OR if you can't do that, you may submit the three assignments for Week 2 by taking a picture of each and emailing it to your teacher any time on or before May 8th, or you may drop it off at school on May 8th as well.

Extra info:

If you cannot print out the assignment, you may complete all the sentence frames/questions by hand with pen or pencil on binder paper and email a picture to your teacher, but please write neatly.



Read

“I’ll have a half-pound double cheeseburger, large fries, large soda, and the chocolate sundae.”

That order would shock **nutritionists**. Yet it is common in a fast food restaurant. The meal lacks nourishment. Furthermore, some people eat those foods too much. Addictive-eating behavior is compulsive. In other words, the person seems to have no control over food intake.

Researchers wanted to know which foods are associated with addictive behavior, so they conducted studies. Two related studies were published in 2015.

The participants in the first study were 120 University of Michigan students. First, they were presented with the Yale Food Addiction Scale. The results of the scale would indicate a tendency toward food addiction. Then participants were given a list of 35 foods of different nutritional values. They were asked to identify problem foods. Problem food meant the person did not have control over how much of a food he or she ate. The participants were then told to rate the foods from most problematic to least. Some problem foods were chocolate, ice cream, french fries, and pizza. Foods that were not a problem included plain brown rice, cucumbers, broccoli, and beans. Those results were a clue. It seems that foods changed from their natural state might be linked to food addiction.

The second study tested the same foods. More people (384) participated. In this study, researchers asked participants to rate how much of a problem each food was for them on a scale of 1 to 7. Seven was extremely problematic. Results were similar to those of the first study. Students picked the same four problem foods. The least problematic foods were apple, beans, carrots, and cucumbers.

After both studies were completed, the researchers compared the results. They concluded that processed foods might cause food addiction for some people. Processed foods are foods that are not in their natural state and have added fat or sugar. For example, a pizza has fatty cheese, tomato sauce made with sugar, and a white flour crust.

Fat and/or sugar are not the only problem. Another problem is the effect of refined carbohydrates. Refined carbohydrates are plant-based foods in which the nutritious bran and germ of the grain have been removed. Examples include white bread, crackers, cereal, and pasta in which the first ingredient is not whole grain. Because the grain is stripped, refined carbohydrates are rapidly absorbed into our bodies. Therefore, blood sugar levels **spike** when eating large **portions** of those problem foods. That is interesting because there is a known link between high blood sugar levels and activity in areas of the brain associated with addiction.

The same researchers had previously studied “junk food” effects on rats. They had found that the addictive foods caused the release of dopamine, the “feel-good” chemical. As in the studies with humans, the rats found the processed foods to be tasty. For both groups, the foods created good feelings. Like other addictive substances, some people simply can’t stop eating some foods. They want more of a good thing. In conclusion, the researchers questioned if the term “food addiction” should really be “highly processed food addiction.”

Other studies have investigated what food addiction does to the brain. In one study, researchers used magnetic resonance imaging (MRI) to study the brains of 48 women. First, women were shown images of a milkshake. Then they drank the shake. The MRIs showed a lot of activity in areas of the brain associated with cravings. Furthermore, activity in brain areas associated with self-control **diminished** when the women drank the milkshake. The results seem to prove that the addicted person gets pleasure from eating some foods and indeed loses control over eating those foods.

The area of food addiction has only recently been studied. Researchers continue to investigate causes, **correlations**, and possible solutions.

Access 2

First Read: Food: Love or Addiction

Meaningful Interactions

Share the interesting things you learned about processed foods and food addiction. What are processed foods? Why are some people addicted to them? What kinds of foods should people eat? How can people avoid food addiction? Use the sentence frames to help you express and share your opinions. Then, use the self-evaluation rubric to evaluate your participation in the discussion.

Discussion Sentence Frames:

- Processed foods are foods that _____

_____.
- I think it is / is not hard for people to control _____
processed foods because _____

_____.
- Based on the text, processed foods are addictive because _____

_____.
- I do like _____,
but I am able to _____
_____.
- One thing I found interesting is _____

_____.
- I think it is interesting because _____

_____.

Access 2

Re-read 1: Food: Love or Addiction

DAY 1

Meaningful Interactions

Based on what you read in the text, what have you learned about food and the eating behaviors of people? What are your favorite foods? Are they processed foods? Do you think it is difficult to change your eating habits? Work in small groups to discuss your attitudes toward food and how you can apply some of the information you learned in the text to your own life. Use the discussion prompts. Remember to affirm others in your group after they have shared their ideas. Then, use the self-evaluation rubric to evaluate your participation in the discussion.

Discussion Sentence Frames:

- Some of my favorite foods are _____

_____.
- Based on what I've read, they _____

_____.
- I learned that many of the foods we commonly eat are _____

and contain _____
_____.
- I think people may become addicted to food because _____

_____.
- I think my eating habits are _____

_____.

Access 2

Skill: Technical Language

DEFINE

Choose the correct answer from the Word Box to complete each sentence below.

Word Box

affixes
authority
context clues
informational
precise
specialized

1. Technical language is words that have _____ meanings in specific fields.
2. Writers use technical language to make their writing more _____.
3. Technical language also helps writers convey _____ on a subject.
4. Technical language occurs most often in _____ texts.
5. Readers can use background knowledge or _____ to understand a definition.
6. Readers can also use _____, or word parts, to determine a definition.

*ELD.PI.9-10.5.Ex - **Listening actively** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.

*ELD.PI.9-10.6.c.Ex - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

MODEL

Discuss why and how people use technical language. Then, discuss the strategies you can use to figure out the meaning of technical language. Use these sentence frames if you need support.

Authors use technical language to _____
_____.

To figure out what technical language means, I can _____
_____.

The technical language in "Food: Love or Addiction" is _____
_____.

Two technical words the author uses are _____.

I think the first word means _____
_____.

Some context clues that helped me define this word are _____
_____.

I think the second word means _____
_____.

Some context clues that helped me define this word are _____
_____.

One word I struggled with was _____.

To better understand this word's meaning, I will _____
_____.

*ELD.PI.9-10.1.Ex - **Exchanging information/ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas..

*ELD.PI.9-10.5.Ex - **Listening actively** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support..

*ELD.PI.9-10.6.a.Ex - **Reading/viewing closely** Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.