



Health I - Unit 2 - Goal Setting

Unit Focus

Students will understand how goal setting empowers them to strive for self-improvement by creating short and long-term goals with clear plans to enhance health. Through the lens of healthy eating and physical activity, students will learn the importance of macronutrients in maximizing their nutrition. Students will apply their understanding of nutrition and physical activity as they act as nutritionists to analyze client characteristics and develop a goal and action plan to improve their overall health.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. (HEPA 1.1.12) - Describe the relationship between nutrition, physical activity, and overall health. (HEPA 1.2.12) - Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods). (HEPA 1.5.12) - Distinguish food sources that provide key nutrients. (HEPA 1.6.12) - Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output). (HEPA 1.7.12) - Summarize the importance of healthy eating and physical activity in maintaining health. (HEPA 1.8.12) - Summarize how to make healthy food selections when choices are available (HEPA 1.10.12) - Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks. (HEPA 1.11.12) - Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.). (HEPA 1.12.12) - Describe the difference between a healthy relationship with food and an unhealthy relationship with food. (HEPA 1.13.12) - Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer,	<i>Students will be able to independently use their learning to...</i> T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. U2 People identify a variety of personal and professional values in order to create goals for immediate as well as future endeavors. U3 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit. U4 People break apart goals and set logical steps toward attainment and identify strategies to counteract areas of weakness. U5 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 What makes a good goal? Q3 How do I monitor my progress towards a goal? Q4 How are short term goals used to achieve long term goals? Q5 What strategies do I have to make health-enhancing decisions?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the health related components of fitness K2 the formula for converting grams into calories.	<i>Students will be skilled at...</i> S1 creating a goal and planning the steps to achieve the goal.

Stage 1: Desired Results - Key Understandings

diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management (OWDP 1.3.12) • Assess personal health practices and behaviors. (GS 6.1.12) • Set a realistic personal health goal. (GS 6.2.12) • Develop a plan to attain a personal health goal. (GS 6.4.12) • Implement strategies, including self-monitoring, to achieve a personal health goal. (GS 6.5.12) • Use strategies to overcome barriers to achieving a personal health goal. (GS 6.6.12) • Formulate an effective long-term plan to achieve a health goal. (GS 6.7.12) • Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12) • Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12) • Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.12) • Make a commitment to practice healthy behaviors. (SM 7.4.12) • Persuade and support others to make positive health choices. (AV 8.2.12) Madison Public Schools Profile of a Graduate Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)	K3 the macronutrients (carbohydrates, fats, proteins) K4 SMART Goals are a strategy to develop practical goals and action steps to progress toward those goals. K5 analyzing current data/information/ evidence is useful when determine a course of action, such as setting goals and action plans. K6 Vocabulary: macronutrients, Basal Metabolic Rate (BMR), calorie, health related components for fitness	S2 converting grams into calories S3 recognize how the relationship between food and physical activity affects personal health enhancing goals. S4 how to analyze and assess their, and others, personal health characteristics to determine areas of growth in order to create a long-term health enhancing goal. S5 identify ways to incorporate importance macronutrients into their diet to enhance their health.
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