

Grade 3: Goal Setting/ Personal Health & Wellness

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to analyze consequences of decisions, problem solve and set goals in order to promote a healthy lifestyle. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - goals help people achieve success and should be written/shared with others - there will be blockers and helpers to every goal and planning for them can increase success.	ESSENTIAL QUESTIONS Is setting a goal important for a person?
	Acquisition	
	Students will know... - that the Goal Setting acronym is SMART: Specific, Measurable, Adjustable, Realistic, and Time-based. - that basic body changes will occur during growth and development to care for them. - that hands should be properly washed after activity, before eating, and after using the restroom. - that wearing sunscreen of SPF 15 or higher will protect the skin from the harmful UV rays of the sun. - that brushing your teeth twice a day and flossing is the best way to prevent cavities. - that bathing, clean clothing, and clean hair are important to all aspects of your health. - that proper eye and ear care are important. - that people can improve the health of the environment by recycling and disposing of trash. - that the different waste materials can be reduced, reused, or recycled in different ways. <u>vocabulary:</u> goal, SMART acronym: specific,	Students will be skilled at... - setting a personal goal related to their individual wellness needs - include a clear goal statement - identify a realistic goal - present a plan for reaching the goal - evaluate or reflect on action - identifying blockers and helpers to their goal. - creating a self-reward system for goals that are achieved.

	<i>measurable, adjustable, realistic, time based, blocker, helper, reflection, germs, cavity, recycle, reduce, reuse</i>	
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>manage goals and time</i> • <i>be self-directed learners</i> • <i>access and evaluate information</i> • <i>use and manage information</i> • <i>implement innovations</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Language Arts Integration	Mathematics Integration
Technology Integration	District Materials