

Grade 1: Goal Setting/Nutrition & Physical Activity

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... - there are many personal benefits to setting goals. - setting goals helps you achieve things in life and builds success. - setting goals takes planning as well as effort/work.	ESSENTIAL QUESTIONS Should people set goals about their health?
	Acquisition	
	Students will know... - that a goal is something a person wants to achieve and takes effort and work. - that regular physical activity and healthy food help a person grow and feel good. - that physical activity and healthy eating will help prevent diseases. - that healthy habits start to develop when you are young and continue into teenage years. - that physical activity should cause your heart to beat faster and your body to heat up. - that it is important to eat foods from the 5 major food groups every day, which include fruits, vegetables, grains, proteins, and dairy. <u>vocabulary:</u> sources of sugar, fast food, food groups, obesity, diabetes, physical activity, goals	Students will be skilled at... - setting a goal related to improving their nutrition or physical activity level. - writing their goal down. - determining who will help them achieve their goal. - recognizing strategies for reaching their goals (writing it down, posting it to look at, writing about how it is going, setting time aside to work on the goal).
Content Area Literacy Standards		21st Century Skills
not applicable		- manage goals and time - make judgments and decisions

	• <i>reason effectively</i> • <i>be self-directed learners</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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