

Grade 3: Decision Making/Physical Activity & Nutrition

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 5. Use a decision-making 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... - every choice you make has an outcome that can be positive or negative. - the food and beverages a person consumes affects their level of health.	ESSENTIAL QUESTIONS - What foods and drinks help a person stay healthy and feeling good? - How do you know if you made a healthy decision?
	Acquisition	
	Students will know... - that regular physical activity and healthy food help a person keep a healthy weight and prevent cavities and diabetes. - that it is important to eat foods from the 5 major food groups every day, which include fruits, vegetables, grains, proteins, and dairy. - that everyone should limit their sugar intake from juice and soda and eating from fast food restaurants. - that children are recommended to be physically active for 60 minutes every day, but many people do not get enough exercise. - that kids need 5 servings total of fruits and vegetables each day. - that one serving is about the size of your fist. - that making a decision should include thinking about the outcome afterward. - that there are always multiple options to choose from when making a decision. - that when making a decision, follow the 3 C's acronym: Consider, Consequences, Choose.	Students will be skilled at... - identifying personal decisions made regularly about physical activity, food and drinks. - showing progression through a decision-making process. - Consider- identify the decision to be made - Consequences- what are the options and consequences - Choose- make a choice and reflect on how it went - determining how personal food choices will affect personal health in the future (including weight management, diabetes prevention, and obesity prevention).

	<i>vocabulary: food groups, proteins, carbohydrates, fats, 3 C's to decision making, reflection, diabetes, obesity</i>	
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>make judgments and decisions</i> • <i>reason effectively</i> • <i>solve problems</i> • <i>think creatively</i> • <i>be flexible</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