

Introduction to Fitness: Nutrition and Goal Setting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will be able to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <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.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - setting goals in life can help a person grow in all dimensions of health - goal setting is a process that should involve planning, time for change, and ongoing reflection	ESSENTIAL QUESTIONS How can goal setting improve one's health?
	Acquisition	
	Students will know... - benefits of healthful eating (short-term and long-term benefits and risks) - that the Harvard Healthy Eating Plate helps drive variety and proportion of foods - the benefits of healthy eating habits such as consuming more water, fruits, vegetables, whole grains, lean proteins, and calcium-rich foods - the benefits of reducing unhealthy fats and limiting sugar and refined carbohydrates - healthful weight management practices of eating nutrient dense foods and practicing portion control - that the SMART principles are: Specific, Measurable, Action Plan, Realistic, Time based	Students will be skilled at... - analyzing a nutrition product label and making informed decisions from the information provided - assessing personal nutritional needs, preferences, and practices - using the Healthy Eating Plate to guide eating practices - analyzing personal likes and dislikes - writing a clear goal statement. - developing short and long term nutrition goals that build on strengths and address areas for improvement - creating a detailed plan including the SMART principles - evaluating/reflecting on progress towards meeting the goal, which is ongoing (blockers/enablers) - implementing steps to achieve a set goal

	- the common enablers/barriers to reaching goals - the strategies for achieving goals - that goal setting can increase longevity and quality of life - that a healthy, active lifestyle can be achieved by using a behavior modification plan. <u>vocabulary:</u> calorie, protein, carbohydrates, fat, minerals, vitamins, water, metabolism, basal metabolic rate, obesity, diabetes, BMI, body composition, atherosclerosis, cholesterol-LDL, HDL, Harvard Healthy Eating Plate, nutrient dense, portion control, serving size, blocker, enabler, SMART acronym, intrinsic/extrinsic motivation, self talk	
Content Area Literacy Standards		21st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

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>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	