

# 04\_Unit 4: Nutrition

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Health 3

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the third grade curriculum the students will focus on "Personal Growth and Development", "Social Health", "Community Health Services and Support" and "Nutrition".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Unit Summary:**

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

### **Essential Question(s):**

- What is healthy eating?

## Enduring Understanding(s):

- Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

## CONTENT AREA STANDARDS

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HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
MA.3.NF.A	Develop understanding of fractions as numbers.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
MA.3.MD.A	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

## STUDENT LEARNING TARGETS

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## **Declarative Knowledge**

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### **Students will understand that:**

- Healthy eating includes vegetables, fruits, grains, protein, and dairy foods.
- Eating a variety of vegetables, fruits, grains and dairy foods provide vitamins, minerals, and other compounds that keep the body healthy and functioning well.
- The amount that each person needs to eat from each group of foods depends on their age, sex, height, weight, and physical activity level. (\*refer to MyPlatePlan from nutrition.gov for individual specifics. <https://www.myplate.gov/myplate-plan>)
- Healthy eating will give you energy to run, dance, and play. It will also help to maintain a healthy weight, lower risk of disease, and keep your body functioning well.
- A healthy eating plan gives your body the nutrients it needs every day while staying within your daily calorie goal for weight loss.
- A healthy eating plan also will lower your risk for heart disease and other health conditions.
- A healthy eating plan emphasizes vegetables, fruits, whole grains, and fat-free or low-fat dairy products, includes lean meats, poultry, fish, beans, eggs, and nuts, limits saturated and trans fats, sodium, and added sugars, and controls portion sizes.
- The Department of Health and Human Services resource "[recipes](#)" may help to plan a healthy meal.

## **Procedural Knowledge**

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### **Students will be able to:**

- Define healthy eating.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Define healthy eating plan.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

## EVIDENCE OF LEARNING

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### Formative Assessments

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For this unit, formative assessments can/will include:

- observation
- one-on-one
- questioning
- graphic organizers/worksheet
- anecdotal notes
- MyPlatePlan Widget - <https://www.myplate.gov/myplate-plan/widget>

### Summative Assessments

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For this unit, summative assessments can/will include:

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

### RESOURCES (Instructional, Supplemental, Intervention Materials)

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Resources Include:

My Plate: <https://www.myplate.gov/eat-healthy/food-group-gallery>

My Plate, A Brief History of USDA Food Guides: <https://myplate-prod.azureedge.us/sites/default/files/2020-12/ABriefHistoryOfUSDAFoodGuides.pdf>

USDA, Create Your Own Plate and Menu: <https://myplate-prod.azureedge.us/sites/default/files/2020-12/Create%20Your%20Own%20MyPlate%20Menu.pdf>

My Plate, Healthy Eating Tips for Teens: [https://myplate-prod.azureedge.us/sites/default/files/2022-04/TipSheet\\_18\\_HealthyEatingForTeens.pdf](https://myplate-prod.azureedge.us/sites/default/files/2022-04/TipSheet_18_HealthyEatingForTeens.pdf)

NIH, What are overweight and obesity?: <https://www.nhlbi.nih.gov/health/overweight-and-obesity>

CDC, Causes of Obesity:

[https://www.cdc.gov/obesity/basics/causes.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fobesity%2Fchildhood%2Fcauses.html](https://www.cdc.gov/obesity/basics/causes.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fobesity%2Fchildhood%2Fcauses.html)

Activity Planner: <https://health.gov/moveyourway/activity-planner>

### **Brain Pop/Video Clips:**

How you can choose a healthy breakfast?:

<http://www.viewpure.com/Yv9TgpcPso?start=0&end=0>

What is the key to a healthy diet?: <http://www.viewpure.com/eEwo-glexjs?start=0&end=0>

Obesity, the little things. <http://www.viewpure.com/D--AtATgfyM?start=0&end=0>

How to create a healthy plate?: [http://www.viewpure.com/Gmh\\_xMMJ2Pw?start=0&end=0](http://www.viewpure.com/Gmh_xMMJ2Pw?start=0&end=0)

Food groups and my plate: <http://www.viewpure.com/L7QOUiQCb5E?start=0&end=0>

### **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts** - implementation of conventions of Standard English, reading and comprehension

**Technology/Multi-Media** - Audio/visual media analysis

**Math** - proportions, calories, measuring

**Visual and Performing Arts** - debate

**Social Studies** - Community and Civics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.