

**Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health**

Unit Title	Are you really what you eat?		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Balance	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How can you balance a friendship if you disagree about food choices? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.4) How can the things you see on television or in magazines influence your feelings and choices about food? (CH09-GR.3-S.2-GLE 1-EO.e;IQ.5;N.1) What would happen if we only ate our favorite foods? (CH09-GR.3-S.2-GLE 1-EO.d;N.2) What does the saying you are what you eat mean? Is it true? (CH09-GR.3-S.2-GLE 1-EO.c;N.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Communication, Decision-making, Health, Influences, Nutrition, Moderation, Refusal Skills, Components, Balance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Food intake and a balance of physical activity support overall health. (CH09-GR.3-S.2-GLE.1-EO.c;RA.1)	<p>How does a person know when to stop eating? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.1;RA.1)</p> <p>How does a person know if I am balancing food intake and physical activity? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.1;RA.1;N.2)</p>	How do I determine how much food to put on my plate? (CH09-GR.3-S.2-GLE.1-RA.1)
Various (positive and negative) influences impact a person's ability to make responsible decisions regarding healthy food choices. (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;RA.1;N.1,2)	<p>What are positive and negative influences? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p> <p>What are factors that influence what one eats? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>	<p>Have factors that influence eating changed over time and place? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p> <p>How does culture and geography influence what we eat? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>
Accurate dietary information guides healthy meal planning. (CH09-GR.3-S.2-GLE.1-EO.b;RA.1)	<p>What are the food groups? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>What are the key components to a healthy meal? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>How do you identify healthy foods? (CH09-GR.3-S.2-GLE.1-EO.a,b;N.2)</p>	<p>What can I do if I don't shop for food at home? (CH09-GR.3-S.2-GLE.1-EO.b;N.2)</p> <p>Do other countries have different food groups? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>If nutritional information is listed on a food package does it mean it is true? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>

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The identification of healthy foods provides an essential first step to eating healthy, developing effective communication skills, and making good decisions (CH09-GR.3-S.2-GLE.1-EO.a,b,c, d;IQ.1,2,3,4,;RA 1;N.1,2)	What is a good model for decision-making? (CH09-GR.3-S.2-GLE.1-EO.d-RA.1-N.2) How does a person effectively communicate the desire to make healthy food choices? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.2;N.2)	Why do I need someone to model healthy eating in order to make nutritional decisions? (CH09-GR.3-S.2-GLE.1-EO.e-N.2) What does communication have to do with what I eat? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.2;N.2)
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Nutritious food types (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2;N.2) Identification of healthy vs. unhealthy food choices (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Identification of proper food portions (CH09-GR.3-S.2-GLE.1-EO.c;IQ.1,3,4,;RA.1;N.2) The major food groups (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Refusal skills for unhealthy food choices (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2) Influential factors for healthy and unhealthy eating (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.2) 	<ul style="list-style-type: none"> Plan a nutritious meal based on the food groups (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Demonstrate refusal skills in dealing with unhealthy eating situations (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2) Analyze factors that influence healthy vs. unhealthy eating behavior. (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.2) Demonstrate strategies to respond to negative influences pertaining to healthy eating. (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will have the knowledge to balance eating and physical activities based on effectively identifying and communicating healthy food choices.</i>
Academic Vocabulary:	Moderation, Decision-making, Refusal Skills, Healthy, Influences, Communication, Balance, Components
Technical Vocabulary:	Food Groups, Portion Size, Physical Activity