

Unpacking the Nutrition Outcomes of SHAPE America Standard 3

Andrea Hart, RDN, CDN

Aaron Hart, MS Ed

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Elementary S3.E6

- [Grade K] Recognizes that food provides energy for physical activity. (S3.E6.K)
 - Food is the fuel we need to do the things we want to do.
 - Calories from food = energy (like gas in a car)
 - Food is Energy In.
- [Grade 1] Differentiates between healthy and unhealthy foods. (S3.E6.1)
 - Preference for language More or Less Nutritious
 - Food provides nutrients and Calories that we need to move and grow
 - Identify foods from food groups, and increase fruit and vegetable consumption
 - Food from Farms, Not from Factories
- [Grade 2] Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)
 - Understanding energy balance
 - How much we eat needs to be in balance with how much we move and grow
 - Need energy and nutrients from food for growth & activity
- [Grade 3] Identifies foods that are beneficial for pre- and post-physical activity. (S3.E6.3)
 - Food for Before and After Physical Activity
 - Focus activity snacks on fresh fruits and vegetables with water
 - This combination hydrates the body, quickly provides energy needed, and is easy for the stomach to digest (comfortably)
- [Grade 4] Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
 - Water is the best way to hydrate
 - Sports drinks can help if you sweat a lot for more than an hour
 - More hydration needed when you sweat a lot and in hot temperatures
- [Grade 5] Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)
 - Choose healthy foods and correct portion sizes from each food group
 - Proper food choices allow the body to perform optimally
 - Body uses nutrients and energy to be at its best
 - This includes during sports/activity and for overall good health

Middle School S3.M17

- [Grade 6] Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels. (S3.M17.6)
 - Personal Food Choices.
 - Review what we know and apply it using MyPlate as a model for each meal.
- [Grade 7] Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)
 - Habits, Routines, and Environment.
 - It's important to create a healthy nutrition environment in order to maintain proper eating habits and routines.
 - Eat foods from food groups.
- [Grade 8] Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
 - Undernutrition vs. Overnutrition – Define and describe the two main types of poor nutrition. Explain the risks of each
 - Lack of nutrition includes not eating enough or choosing unhealthy (empty) foods
 - Vitamin & mineral deficiency and/or calorie deficiency. Can impact energy/fatigue, can also impact concentration, focus, growth & development.

High School S3.H13

- [HS Level 1] Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)
 - Design a Plan – Use MyPlate to create a personalized nutrition plan appropriate for a healthy, active lifestyle.
- [HS Level 2] Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
 - Sports Nutrition Basics
 - Understand what to eat before, during, and after with a focus on hydration and healthy carbohydrate foods. Review and understand realistic protein needs.
 - Before – not too close to exercise time. Focus on healthy CHO foods and hydration
 - During – hydration (if active for more than 1 hour, supplement with more CHO and electrolytes)
 - After – hydration, CHO & some protein.

Conference Session Activity Line-up

Activity	Equipment	Nutrition Focus
High 5 Bank Account	None	5 Food Groups
Ahh, Umm, Err	None	Hydration / Relationship of Poor Nutrition & Health Risk Factors
Turkey Tag	1 Beanbag/Ball per 2	Strategies for Healthy Energy Balance
Toss 3	1 Beanbag/Ball per 2	5 Food Groups
Say Cheese Tag	None	Identify Healthy/Nutritious Foods
RPS Victory Lap	4 Cones	Snack for Before Exercise/Activity
Guardian	3 Foam Balls	Plan for Healthy Eating

Nutrition Academic Language Glossary

Calorie (*Noun*)

A unit of energy (which usually comes from food) that fuels our body.

After Mr. Costello gave a lesson on the energy that comes from calories, Sophia understood that the calories that come from healthy fats, fruits and vegetables, and whole grains are better than calories that come from junk food.

Caloric Intake (*Noun*)

The number of calories that a person consumes on a daily basis.

Aisha wanted to gain weight, so she made sure her caloric intake was more than her caloric expenditure.

Energy Balance (*Noun*)

The relation between intake of food and output of work that is positive when the body stores extra food as fats and negative when the body draws on stored fat to provide energy for work.

Josh wanted to assess his energy balance, so he started measuring his caloric intake and expenditure.

Energy Expenditure (*Noun*)

The amount of calories a person needs to carry out bodily functions and engage in physical activity.

Sandy wanted to calculate her energy expenditure so she bought a special device she could wear to calculate calories burned.

Food Group (*Noun*)

A collection of foods that have similar nutritional values.

Mary understood the importance of eating a variety of foods from different food groups such as dairy and fruits and vegetables.

Health Risk Factor *(Noun)*

Any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease, injury, or health complication.

Eating too many fatty foods every day is a health risk factor for heart disease.

Hydration *(Noun)*

A supply of water to the body in order to restore or maintain a balance of fluids.

Bruce drinks water before, during, and after events in order to maintain a high level of hydration. By staying hydrated, he is able to perform his best.

Nutrient *(Noun)*

A substance that provides nourishment that is essential for growth and the maintenance of life.

Blair consumes a variety of nutrients in order to stay healthy.

Nutrition *(Noun)*

The process of providing or obtaining the food necessary for health and growth.

Julie chooses healthy foods because she knows that nutrition is important for her to be happy and healthy.

Physical Activity *(Noun)*

Any physical movement that uses the body's energy.

Taking a walk with my family is a great physical activity and helps us stay healthy.

Nutrition Instant Activity DOK Questions

Food Groups:

DOK 1: What are the 5 food groups that we should eat from every day?

DOK 2: What do you know about the Fruit group? Vegetables? Grains? Protein? Dairy?

DOK 2: What do you know about MyPlate?

DOK 3: Can you predict what might happen to a person's health if they only ate food from 1 food group? Provide as many details as you can.

Hydration:

DOK 1: What is hydration?

DOK 2: What do you know about staying hydrated?

DOK 3: How is energy balance related to hydration?

Poor Nutrition & Health Risk Factors:

DOK 1: What is over-nutrition? What is undernutrition?

DOK 2: How would you compare and contrast these two types of poor nutrition?

DOK 3: What facts do you know about how over-nutrition affects personal health?

Strategies for Healthy Energy Balance:

DOK 1: How would you describe energy balance?

DOK 2: How can holiday meals affect your energy balance?

DOK 3: How could you adapt your holiday plans to create healthy energy balance for you and your family?

Identify Healthy/Nutritious Foods

DOK 1: What would you include on a list of nutritious foods?

DOK 2: How would you contrast more nutritious foods with less nutritious foods?

DOK 3: How would you describe your last main meal in terms of its nutritional value?

Snack for Before Exercise/Activity

DOK 1: What foods would you include on a list of snacks to eat before being physically active?

DOK 2: What do you know about how these foods will affect your performance?

DOK 3: How is snacking before physical activity related to hydration?

Plan for Healthy Eating

DOK 1: How would you describe a kitchen that is a healthy eating environment?

DOK 2: How can a healthy (or unhealthy) eating environment affect your ability to balance healthy eating with physical activity?

DOK 3: How might you adapt an eating environment to make it healthier?

DOK Question Stems for Physical Education

DOK 1 - Recall



- 1) Can you remember the cues for (skill / task)?
- 2) How can you recognize (skill / task)?
- 3) What is (skill / task / concept)?
- 4) What would you include on a list about (skill / task / concept)?
- 5) How would you describe (skill / task / concept)?
- 6) How would you perform (skill / task)?
- 7) What does (vocabulary) mean?

DOK 2 – Skill/Concept



- 1) How did (concept) affect (performance)?
- 2) How would you apply (skill / concept) in (task / environment)?
- 3) How would you compare and/or contrast (skill / task / concept / environment) with (another skill / task / concept / environment)?
- 4) What do you know about (skill / task / concept / environment)?
- 5) What did you notice about (environment / performance)?
- 6) How can you apply what you learned to develop (skill / understanding)?
- 7) How would you summarize (skill / task / concept / performance / environment)?

DOK 3 – Strategic Thinking



- 1) How is (skill / concept / task) related to (performance / skill / concept / task)?
- 2) How would you adapt (task / environment) to create a different (task / environment)?
- 3) Can you predict the outcome of (a task / performance) if (concept / task / environment)?
- 4) How would you describe the sequence of (performance / task)?
- 5) Can you formulate a theory for (concept)? How would you test your theory?
- 6) What facts would you select to support (concept)? Can you elaborate on why you chose those facts?
- 7) What is your interpretation of this (performance / task)? Can you support your interpretation with specific examples?

DOK 4 – Extended Thinking



- 1) Develop a comprehensive (performance) plan.
- 2) Develop a practice plan to improve your skill.
- 3) Create a performance utilizing skills and concepts previously learned. Include an interpretation of how the performance is a personal expression of both challenge and enjoyment.
- 4) Identify areas of weakness and design a plan for personal improvement.
- 5) Using information from (skill / fitness) assessment, analyze the positive and negative consequences of past (performance / habits / routines).
- 6) What information can you gather to support your ideas about (concept / activity / performance)?
- 7) Design and conduct an experiment / assessment. Then, gather information to development alternative explanation for the results.

Adapted by Aaron Hart for US Games from the resource:

Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins