

## TEXAS PERFORMANCE STANDARDS PROJECT

### Health, Nutrition, and Safety

#### Thinkquest

Grades 1-3

This guide links the *Health, Nutrition and Safety* unit to the Texas Essential Knowledge and Skills (TEKS) for third graders. *Health, Nutrition and Safety* is an interdisciplinary unit that allows students to explore and gain knowledge about nutrition, how to be healthy and safe. The unit also has interdisciplinary connections to other subject areas. For example, students will communicate clearly by putting thoughts and feelings into spoken words, as covered in the English Language Arts TEKS. They will also understand the concepts of time and chronology, which the Social Studies TEKS cover. The following document includes the applicable TEKS and the details of the *Health, Nutrition and Safety* unit. The asterisks indicate the TEKS that are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

#### **Texas Essential Knowledge and Skills**

This unit may address the following TEKS:

##### English Language Arts:

- 3.1 Uses the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English
- 3.2 Comprehends a variety of texts drawing on useful strategies as needed
- 3.3 Reads grade-level text with fluency and comprehension
- 3.4 Understands new vocabulary and uses it when reading and writing
- 3.5 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 3.12 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 3.13 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding
- 3.15 Understands how to glean and use information in procedural texts and documents
- 3.16 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- 3.17 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 3.20 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- 3.25 Asks open-ended research questions and develops a plan for answering them

3.26 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather

3.29 Uses comprehension skills to listen attentively to others in formal and informal settings

3.30 Speaks clearly and to the point, using the conventions of language

#### Mathematics:

3.6 Uses patterns to solve problems\* (Testable on the Grade 3 Mathematics TAKS, Objectives 2 and 6)

3.7 Uses lists, tables, and charts to express patterns and relationships

3.8 Uses formal geometric vocabulary\* (Testable on the Grade 3 Mathematics TAKS, Objective 3)

3.9 Recognizes congruence and symmetry

3.11 Selects and uses standard units to describe length, area, capacity/volume, and weight/mass\* (Testable on the Grade 3 Mathematics TAKS, Objective 4)

3.13 Solves problems by collecting, organizing, displaying, and interpreting sets of data

3.14 Applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school

3.15 Communicates about Grade 3 mathematics, using informal language

3.16 Uses logical reasoning to make sense of his or her world

#### Science:

3.1 Conducts field and laboratory investigations, following home and school safety procedures and environmentally appropriate and ethical practices

3.2 Uses scientific inquiry methods during field and laboratory investigations

3.3 Knows that information, critical thinking, and scientific problem solving are used in making decisions

3.4 Knows how to use a variety of tools and methods to conduct science inquiry

3.5 Knows that systems exist in the world

3.6 Knows that forces cause change

3.7 Knows that matter has physical properties

3.9 Knows that species have different adaptations that help them survive and reproduce in their environment

3.10 Knows that many likenesses between offspring and parents are inherited from the parents

#### Social Studies:

3.3 Understands the concepts of time and chronology

3.5 Understands the concepts of location, distance, and direction on maps and globes

3.16 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology

3.17 Communicates effectively in written, oral, and visual forms

3.18 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

#### Health

(K.1C) (1.1A) (2.1B) (3.1B) (4.1D) (5.1E) (6.1F)

The student recognizes and understands that personal health decisions and behaviors affect health throughout life, and comprehends ways to enhance and maintain personal health throughout the life span.

#### English/Language Arts/Reading (New TEKS \*2009-2010)

(K.9), (1.14), (2.14), (3.12), (4.11), (5.11), (6.10)

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Math

(K.4) (1.3) (2.3, 4) (3.3, 4) (4.3, 4) (5.3) (6.2)

Students add, subtract, multiply, and divide to solve problems and justify solutions.

**Math TAKS**

Objective 1 (3.4), (4.4), (5.3), (6.2) Number, Operation, and Quantitative Reasoning

**Feeling Fit? The Importance of Regular Exercise**

Health

(K.1C) (1.1A) (2.1B) (3.1B) (4.1D) (5.1E) (6.1F)

The student recognizes and understands that personal health decisions and behaviors affect health throughout life, and comprehends ways to enhance and maintain personal health throughout the life span.

Physical Education

(K.3), (1.3), (2.3), (3.3), (4.3), (5.3), (6.3)

The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.

English/Language Arts/Reading (New TEKS \*2009-2010)

(K.9), (1.14), (2.14), (3.12), (4.11), (5.11), (6.10)

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Math

(K.11) (1.8) (2.10) (3.12) (4.12) (5.11) (6.8)

Students apply measurement concepts.

**Math TAKS**

Objective 4 (3.12) (4.12), (5.11), (6.8) Measurement

**Update on the Dietary Guidelines**

Physical Education

(K.3), (1.3), (2.3), (3.3), (4.3), (5.3), (6.3)

The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.

English/Language Arts/Reading (New TEKS \*2009-2010)

(K.11) (1.15) (2.15) (3.15) (4.13) (5.13) (6.12)

Students understand how to glean and use information in procedural texts and documents.

**Quick Facts on MyPyramid.gov**

**Water and Health**

English/Language Arts/Reading (New TEKS \*2009-2010)

(K.15) (1.19) (2.19) (3.20) (4.18) (5.18) (6.17)

Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Math

(K.4) (1.3) (2.3, 4) (3.3, 4) (4.3, 4) (5.3) (6.2)

Students add, subtract, multiply, and divide to solve problems and justify solutions.

(K.12) (1.9) (2.11) (3.13) (4.13) (5.13) (6.10)

Students construct and use graphs of real objects or pictures to answer questions.

**Math TAKS**

Objective 1 (3.4), (4.4), (5.3), (6.2) Number, Operation, and Quantitative Reasoning

Objective 5 (3.13), (4.13), (5.13), (6.10) Probability and Statistics

## **Pg 6) Learning About the Human Body**

### Health

(K.4) (1.4) (2.3) (3.4) (4.2) (5.2) (6.2)

The students recognize ways that body structure and function relate to personal health throughout the life span.

### **Math**

(K.1) (1.1) (2.1) (3.1) (4.1) (5.1) (6.1)

Students use numbers to name quantities.

### **Math TAKS**

Objective 1 (3.1) (4.1) (5.1) (6.1) Number, Operation, and Quantitative Reasoning

### Science

(5.5)

Students know that a system is a collection of cycles, structures, and processes that interact.

### English/Language Arts/Reading (New TEKS \*2009-2010)

(K.20) (1.24) (2.25) (3.26) (4.24) (5.24) (6.23)

Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

### **Math**

(K.12) (1.9) (2.11) (3.13) (4.13) (5.13) (6.10)

Students construct and use graphs of real objects or pictures to answer questions.

## **Making Friends**

### Health

(K.8 A-C) (1.9 A, C, D) (2.9 A-C) (3.9 A-F) (4.9 A, B, C, H) (5.8 A) (6.10 A, C)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others. The student uses social skills in building and maintaining healthy relationships.

### Math

(K.4) (1.3) (2.3, 4) (3.3, 4) (4.3, 4) (5.3) (6.2)

Students add, subtract, multiply, and divide to solve problems and justify solutions.

## **Description of Unit**

For this project, students will examine the dietary guidelines, my pyramid, and different aspects of nutrition affect their body systems and keep them healthy. They will study the body systems and what happens to each one when alcohol, tobacco, or drugs are used. The students will create collaborate with others on researching these topics and create web pages and displays on "Thinkquest.org".