

East Grand Rapids Public Schools
Physical Education Department

October 12, 2010

Curriculum Advisory Team
East Grand Rapids Public Schools
2915 Hall St SE
Grand Rapids, MI 49506

Dear Curriculum Advisory Team,

The attached physical education addendum is in response to recent changes to health education as they pertain to Kindergarten – 8th Grades. The amount of health and nutrition education has decreased in K-5 science over the years. Our middle school does not offer health class anymore. What was once taught in one 8th grade health class is now taught over 3 years in physical education.

Our physical education curriculum was updated in 2001-2002. With the decrease of nutrition education in the classroom, specifically at the K-5 level, we feel the attached addendum should be a part of our physical education curriculum. While our current physical education curriculum does require some nutrition education, it is very broad. East Grand Rapids physical education curriculum is up-to-date and in alignment with the state physical education GLCE's. The addendum is in alignment with the state of Michigan health curriculum GLCE's by grade level.

This addendum allows us to have more specific teaching objectives, as far as nutrition goes, for our K-8 physical education curriculum, and it does it without requiring any major changes to the curriculum. We feel that these can mesh neatly with what we currently do in regards to health and wellness while not taking away from other physical education content areas. A battery of activities relating to nutrition education will be compiled by the elementary and middle school physical education staff. It is our goal to implement this addendum in the 2011-2012 school year.

Sincerely,

Charles DeWildt
Chris La Mange
Matthew Putnam
Hollie Rademacher

East Grand Rapids Public Schools
K-8 Physical Education Curriculum Addendum
2010-2011
Grade Level Content Expectations

KINDERGARTEN

STRAND 1: Nutrition and Physical Activity

• **Standard 1: Core Concepts**

- K.1** Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- K.2** Describe how being physically active helps a person stay healthy.
- K.3** Describe how drinking water helps a person stay healthy.

• **Standard 2: Health Behaviors**

- K.1** Generate examples of physical activities that are personally enjoyable.
- K.2** Select a variety of foods that can be eaten for healthy snacks.

1ST GRADE

STRAND 1: Nutrition and Physical Activity

• **Standard 1: Core Concepts**

- 1.1** Describe the benefits of eating healthy snacks.
- 1.2** Describe the benefits of being physically active.
- 1.3** Describe the health benefits of drinking water, compared to other beverages.
- 1.4** Classify foods according to the food groups.
- 1.5** Describe how physical activity, rest, and sleep help a person stay healthy.

• **Standard 2: Health Behaviors**

- 1.1** Explain the importance of eating a variety of foods from all of the food groups.
- 1.2** Suggest a food from each of the food groups that could be eaten as a healthy snack.

2ND GRADE

STRAND 1: Nutrition and Physical Activity

• **Standard 1: Core Concepts**

- 2.1** Explain the importance of eating a variety of foods from all of the food groups.
- 2.2** Classify foods into the food groups.
- 2.3** Describe the characteristics of combination foods.
- 2.4** Describe the characteristics of foods and beverages that should be limited.

• **Standard 2: Health Behaviors**

- 2.1** Provide examples of combination foods.
- 2.2** Provide examples of foods and beverages that should be limited.
- 2.3** Generate examples of a variety of physical activities that can be enjoyed when in or near the water.

3RD GRADE

STRAND 1: Nutrition and Physical Activity

- **Standard 1: Core Concepts**

- 3.1 Explain the benefits of healthy eating and being physically active.
- 3.2 Describe the importance of choosing a variety of ways to be physically active.

- **Standard 2: Influences**

- 3.1 Explain strategies used to advertise food and beverage products.
- 3.2 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

4TH GRADE

STRAND 1: Nutrition and Physical Activity

- **Standard 1: Core Concepts**

- 4.1 Describe the food groups, including recommended portions to eat from each group.
- 4.2 Analyze the relationship of physical activity, rest, and sleep.
- 4.3 Explain why some food groups have a greater number of recommended portions than other food groups.
- 4.4 Associate recommended food portions to the sizes of common items.
- 4.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

- **Standard 2: Health Behaviors**

- 4.1 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
- 4.2 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.

- **Standard 3: Influences**

- 4.1 Analyze examples of food advertising.

5TH GRADE

STRAND 1: Nutrition and Physical Activity

- **Standard 1: Core Concepts**

- 5.1 Describe the essential nutrients the body needs to stay healthy.
- 5.2 Describe guidelines to follow for healthy eating.
- 5.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
- 5.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

- **Standard 2: Access Information**

- 5.1 Interpret information provided on food labels.

- **Standard 3: Health Behaviors**

- 5.1 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
- 5.2 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

6th GRADE

STRAND 1: Nutrition and Physical Activity

- **Standard 1: Core Concepts**

- 6.1 Analyze the benefits of healthy eating and being physically active.
- 6.2 Identify the causes of foodborne illness.
- 6.3 Explain how weight management is influenced by healthy eating and being physically active.

- **Standard 2: Access Information**

- 6.1 Interpret information provided on food labels.

- **Standard 3: Health Behaviors**

- 6.1 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
- 6.2 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

7th & 8th GRADE

STRAND 1: Nutrition and Physical Activity

- **Standard 1: Core Concepts**

- 7/8.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.
- 7/8.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.

- **Standard 2: Access Information**

- 7/8.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.
- 7/8.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.
- 7/8.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.

- **Standard 3: Health Behaviors**

- 7/8.1 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.
- 7/8.2 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.
- 7/8.3 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

- **Standard 4: Influences**

- 7/8.1 Analyze the influence of television, computer, and video games on physical activity.

- **Standard 5: Goal Setting**

- 7/8.1 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.
- 7/8.2 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.