

# Unit 1: Nutrition/Mental Health

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## UNIT RATIONALE

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The mission of the 6th Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health-educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem-solving, communication, cooperation, utilizing technology, and responsible decision-making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be contributing members of society.

## ESSENTIAL QUESTIONS

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- What personal components of life impact the mental and emotional development of an individual?
- How do health and wellness differ?
- Why is emotional health and well-being important?
- How does happiness benefit health?
- How can nutrition affect wellness?
- What is the relationship between physical activity and weight management?
- What factors contribute to noncommunicable diseases related to nutrition?
- How does nutrition change throughout one's life?
- How can nutrition affect wellness?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades 6-8 - Comprehensive Health and Physical Education (2020)

HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and

	change.
HE.6-8.2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
HE.6-8.2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
HE.6-8.2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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### **PRE-ASSESSMENTS**

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The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine the student's prior knowledge of the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

Some other examples that can be used are...

**Power points**

**Group projects**

**Handouts**

**Video Critiques**

**Wellness project**

**Web quest**

**Peer teaching about stress, emotional health, and strategies.**

**Debate the effectiveness of emotional intelligence.**

**Research emotional health and its effects on everyday life.**

**Four corners wellness chat/gallery walk (stress management, emotions, values, internal/external influences).**

**Debates around different diets.**

**Design goals to improve nutrition and overall health.**

**Create a personal nutritional goal that encompasses all components to enhance health.**

## **INSTRUCTIONAL PLAN**

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	
<b>Student Learning Strategies</b>	
<b>Success Criteria</b>	
<b>Formative Assessment (drives instructional decisions)</b>	
<b>Activities and Resources</b>	
<b>Suggested Modifications</b>	

[6th Health Education CAR Model Nutrition Days 1-5.docx](#)

[6th Health Education CAR Model Mental Health .docx](#)

## **REFLECTIONS**

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**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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