| ***Health Grade 6 Unit 1: Nutrition***  ***3 Weeks*** | | | | | |
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| **Targeted Standards**  2.1.8.PGD.1: Explain how appropriate health care can promote personal health.  2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.  2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.  2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.  2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.  2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.  2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.  2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.  2.1.8.PP.5: Identify resources to assist with parenting.  2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).  2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.  2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.  2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.  2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships  2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.  2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.  2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.  2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.  2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).  2.1.8.SSH.9: Define vaginal, oral, and anal sex.  2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).  2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).  2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).  2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.  2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.  2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.  2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.  2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.  2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.  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.  2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.  2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.  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.  2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).  2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).  2.3.8.PS.2: Define sexual consent and sexual agency.  2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).  2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.  2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).  2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).  2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).  2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.  2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.  2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).  2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).  2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.  2.3.8.HCDM.6: Explain how the immune system fights disease.  2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.  2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.  2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.  2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.  2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.  2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.  2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.  2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.  2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.  2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.  2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | | | | | |
| **Rationale and Transfer Goals:**  Usually students as well as adults associate the world “diet” with losing weight, small portions, and salad for every meal. This course is to teach them that diet only refers to the food you put in your body. That food could be good and bad and that choice can have an effect on how your body works. The goal is to have students become more cognizant of what goes in their body and the negative and positive effects it could have. Students will recognize that with choosing a variety of healthy food, exercising and having appropriate portions it can have an enormous impact on other parts of their life. They could have the energy to do the sports they want or could even see a change in appearance. This unit stresses healthful food choices in order to promote a lifetime of great habits. | | | | | |
| **Enduring Understandings:**  Individual actions, genetics, and family history can play a role in an individual’s personal health.  Responsible actions regarding behavior can impact the development and health of oneself and others.  An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.  There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.  Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.  Inclusive schools and communities are accepting of all people and make them feel welcome and included.  Relationships are influenced by a wide variety of factors, individuals, and behaviors.  There are factors that contribute to making healthy decisions about sex.  Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.  Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.  Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.  Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.  Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.  Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.  Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.  The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies  The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.  A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.  The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | | | | | |
| **Essential Questions**:  Why is it important to follow the MyPlate?  Why is important to read food labels before deciding which foods to include in our diet?  What are eating disorders and what are ways to avoid them?  How does your level of activity affect what type of food your body needs?  How might your knowledge of nutrients influence your snack food choices?  How can a healthy diet benefit you?  Why is it important to develop a realistic body image?  How could your diet be completely different from someone, but you still get all of the nutrients you need?  How could the word “diet” be controversial? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Six major nutrients * How to use MyPlate * The different food groups * Guidelines for making healthy food choices * How to manage weight in a healthful way   Vocabulary  Nutrients  Carbohydrates  Fiber  Protein  Fat  Vitamins  Minerals  Cholesterol  MyPlate  Calorie  Saturated fats  Unsaturated fats  Trans fats  Sodium  Obese  Anorexia  Bulimia  Body image  Eating disorder  Self-esteem | * Recognize healthier food options * Pick portions according to MyPlate Guidelines * Read a food label * Place food in the proper food groups | | skits  Worksheets  Discussion  Notes  Powerpoint | | Completion of writing assignments and written test  Completion of teacher created assessment  Successful completion of skill/content sheets  Homework  Notebook  Participation |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Accessing Information   * ChooseMyPlate.gov to find out portions and the variety of foods that should be on your plate * Research how many calories you're taking in and does these calories benefit you   Practicing Healthful Behaviors   * Choosing healthful foods * Getting the right amount of exercise to go with those foods * Limitations on salt and sugars   Analyzing Influences   * Does culture, community, friends, family, and economic structure influence what you eat.   Decision Making   * Making wise decisions on food choices when there are so many good and bad options to choose from. | | * The Health Triangle * Influences on Health * A Healthy Self Concept * Setting Health Goals * Decision Making Process * Physical Activity Affects on Health | | Health Journal  Counting Calories  Vocabulary Games  Nutritional Label Math  Menu Writing  Sharing Healthy Recipes  Self Image Art vs World Image  Notes  Q and A Sessions  Journal Writing  Topics:  Your Body’s Nutrient Needs  Following a Healthful Eating Plan  Making Healthful Food Choices  Managing Your Weight | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  **CRP9. Model integrity, ethical leadership and effective management.**  Students connect concepts of integrity with clean and healthy living, avoidance of drugs and alcohol, and community participation  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create and problem solve.  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health | | | | | |
| **Key resources:**  *Glencoe Teen Health Course 1* (92-117)  ChooseMyPlate.gov  KidsHealth.com  \*Various miscellaneous resources; health non-fiction/news | | | | | |
| **Interdisciplinary Connections**  **Science**  **K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**  **MS-LS1-5** . **Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**   * Connections to health processes associated with physiology and anatomy * Basic understanding of communicability of diseases in discussion of wellness   **ELA**  **NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**  **RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**  **RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**  **NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**   * Students practice writing and reading in the content area   **Social Studies**  **6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.**  **6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.**   * discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness | | | | | |