Grade 6 Health Unit 1: Nutrition

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **3 Weeks**
Status: **Published**

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

Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.

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 - What will students know?

- 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

Skills - What will students be able to do?

- Recognize healthier food options
- Pick portions according to MyPlate Guidelines
- Read a food label
- Place food in the proper food groups

Activities - How will we teach the content and skills?

- skits

  Worksheets

  Discussion

  Notes

  PowerPoint

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Accessing Information	• The Health Triangle • Influences on Health	Health Journal

• 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.	• A Healthy Self Concept • Setting Health Goals • Decision Making Process • Physical Activity Effects on Health	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

Key Resources

Glencoe Teen Health Course 1 (92-117)

ChooseMyPlate.gov

KidsHealth.com

*Various miscellaneous resources; health non-fiction/news

21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it

to the cultures of other individuals

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections/Companion Standards

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.