

# 01\_Unit 1: Personal Growth, Nutrition and Development

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **25 lessons (5 weeks)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

### Health 6

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the sixth grade curriculum the students will focus on "Personal Growth, Nutrition, and Development", "Emotional Health", and "Community Health Services and Support."

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will understand that

- 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.
- many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

## **CONTENT AREA STANDARDS**

---

HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal 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.PGD.4	Analyze the relationship between healthy behaviors and personal health.
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).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will understand that:

- health is a combination of physical, mental/emotional and social well-being .
- total health is made up of three parts, like a triangle (health triangle).
- wellness is a state of well-being or balanced health over a long period of time.
- your health triangle may change from day to day.
- achieving wellness occurs when one's health triangle is balanced over a period of time (weeks/months).
- heredity is the passing of traits from parents to the biological children.
- certain hereditary traits that are passed may positively or negatively impact one's health (i.e. Down Syndrome, certain cancers, blood pressure)
- environment is the surroundings or conditions in which one lives.
- behavior is the way in which one acts
- positive health behaviors like getting enough sleep, doing one's best at school, and getting enough physical activity every day contribute positively to one's health.

- risk behaviors like riding a bike without a helmet or experimenting with drugs or alcohol contribute negatively to one's health.
- proteins, carbohydrates, fats, vitamins and minerals and water provide the body with the nutrients that they need to be healthy.
- a variety of factors like ones culture, the media and convenience can influence the foods that one chooses to eat.
- MyPlate provides a visual guide to help consumers make more healthful food choices.
- a variety, moderation and balance are good tools to use when choosing foods.
- maintaining a healthy weight can help prevent serious health problems during all stages of life.
- balancing the calories you eat and the ones you burn with activity will help you maintain a healthy weight.

## **Procedural Knowledge**

---

Students will be able to:

Explain and investigate how appropriate health care and behavior can promote personal health.

Examine the relationship between personal health and genetics/family health.

- define health.
- describe the health triangle.
- define wellness.
- analyze the relationship between the health triangle and achieving wellness.
- define hereditary.
- analyze the influence of these factors on health.
- define environment.
- define behavior.
- explain how behavior can help to determine a person's level of health.

Analyze how access to healthy foods, health status, and culture can influence ones personal health.

- describe the nutrients that your body needs.
- analyze how one's culture, access to healthy foods, and overall health status can impact personal eating habits.
- assess one's nutritional health and consider opportunities that would help to improve it.
- create a healthful eating plan reflecting one's lifestyle, resources, needs and cultural background.

- compare and contrast different healthful eating plans.
- identify skills and healthy behaviors that support managing one's weight.

## **EVIDENCE OF LEARNING**

---

### **Formative Assessments**

---

Questions that may be addressed but not limited to are:

What health care practices and behaviors can promote personal health in my life?

What is the relationship between genes/hereditary and personal health?

How does culture, health status, age, behaviors and access to healthy foods influence personal health?

What choices can be made to improve one's health?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

### **Summative Assessments**

---

Questions that may be addressed but not limited to are:

What health care practices and behaviors can promote personal health in my life?

What is the relationship between genes/hereditary and personal health?

How does culture, health status, age, behaviors and access to healthy foods influence personal health?

What choices can be made to improve one's health?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

**RESOURCES (Instructional, Supplemental, Intervention Materials)**

Health Textbook - Bronson, Mary H. et al. *Teen Health*. Columbus: McGraw-Hill Education; 2014.

**INTERDISCIPLINARY CONNECTIONS**

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - health triangle, categorizing nutrients, computation of nutrients to create healthy meals

Visual and Performing Arts - debate, presentations

Science - biology (nutrition)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.