

Grades 6 Health Unit 1: Nutrition

Content Area: **Physical Education & Health**
Course(s):
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Unit Overview

Usually students as well as adults associate the word “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.

In unit 1, students will engage with content regarding:

- 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

Learning Targets

Students will be able to:

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

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?

NJ Student Learning Standards

HE.6-8.2.1.8.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).
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.PP.4	Predict challenges that may be faced by adolescent parents and their families.
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.SSH.3	Demonstrate communication skills that will support healthy relationships.
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).

Learning Plan, Activities and Resources

Breakfast

[Teacher's Guide](#)

[Handout: Breakfast Book](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

Nutrition

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

Food Labels

[Teacher's Guide](#)

[Handout: Fast-Food Freddy](#)

[Quiz](#)

[Quiz: Answer Key](#)

Healthy Snacking

[Teacher's Guide](#)

[Handout: Snack-Shopping List](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

School Lunch

[Teacher's Guide](#)

[Handout: What's for Lunch?](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

All information can be obtained [Here](#)

Enduring Understandings

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect

nutritional wellness.

Assessments

- Completion of writing assignments and written test
- Completion of teacher created assessment
- Successful completion of skill/content sheets
- Homework assignments with Google Classroom
- Notebook Participation

Career Awareness, Exploration, Preparation, and Training

WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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21st Century Skills

TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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).
TECH.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).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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.