

COURSE: Health	GRADE(S): 6 th Grade
UNIT: Nutrition	TIMEFRAME: 8 Lessons

NATIONAL Health Education STANDARDS:

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STATE STANDARDS:

10.1. Concepts of Health
 10.1.6.C. Analyze nutritional concepts that impact health.

10.2. Healthful Living
 10.2.6.B. Explain the relationship between health-related information and consumer choices.

Reading Assessment Anchors:

R6.A.2.1 Understand nonfiction appropriate to grade level.
 R6.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.
 R6.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.
 R6.A.2.4 Identify and explain main ideas and relevant details.

<p>UNIT OBJECTIVES:</p> <p>Identify positive attitudes about food</p>	<p>CONTENT:</p> <p>I. Positive attitudes about food</p> <ul style="list-style-type: none"> - Our bodies come in all shapes and sizes, body shapes are neither good nor bad. - The foods we eat affect our health, the way we grow and the way our body functions. - A healthy diet includes a variety of foods. - It is important to respect your appetite – eat when hungry, stop when full. - No food is perfect or “bad”, all foods have a place in a healthy diet. <p>II. Nutritional needs during puberty</p> <ul style="list-style-type: none"> - Puberty is a period of rapid growth. Therefore, an increase in all nutrients is needed. - Height and weight changes are largely determined by genetics. Body size and shape are inherited. - Calorie- a unit of energy produced by food and used by the body. - Calorie needs are dictated by growth patterns. Lack of essential nutrients can stunt growth. Over supply of calories and/or lack of exercise can lead to excessive body fat.
--	--

Analyze the function and sources of the 6 nutrients required to sustain life.

III. There are internal and external influences on food choices:

- Internal Factors
 - o Physical needs
 - o Personal food preferences
 - o Psychological needs
- External Factors
 - o Food availability
 - o Social settings
 - o Advertising
 - o Cultural tradition
 - o Income
- Food Allergies
 - o A response by your immune system to the ingredients in certain foods.
 - o Usually fast and intense.
 - o Symptoms may include:
 - coughing
 - sneezing
 - vomiting
 - headache
 - rash
 - swelling
 - breathing difficulties
 - drop in blood pressure
 - death
 - o Common causes:
 - peanuts and other nuts
 - eggs
 - milk
 - soy
 - fish
 - shellfish
 - wheat and other grains
 - fruits
 - vegetables

IV. Six Nutrients

- Carbohydrate (4 cal/gm)
 - o Main source of energy for the body
 - o Types:
 - *Simple*: Found in milk, fruit, soda, candy; quick but short lived energy.
 - *Complex*: Found in grains, starchy vegetables; good source of fiber which helps bowel function and prevents many chronic diseases.
- Fat(9 cal/gm)
 - o Stores energy, pads vital organs and bones, stores essential vitamins (A, D, E, K), provides essential material for cell structure (membrane) and hormones

Analyze diet for nutritional balance.

- o Types:
 - *Animal fats* (Saturated Fat) excessive intake linked to *heart disease*:
 - *Vegetable Oils*

- Protein (4 cal/gm)

- o Essential for growth and repair of body cells
- o Poultry, red meat, eggs, milk, cheese, and nuts are good sources of protein.
- o Protein is made up of 20 amino acids (building blocks of protein) 9 of which are essential.

When protein, carbohydrate, or fat is consumed in amounts beyond the body's need, it will be stored as fat.

- Vitamins and Minerals (0cal/gm)

- o Required for body to function properly
- o Recommended Daily Allowance (RDA) based on amount needed to prevent deficiency, disease. Experts are still debating the optimal intake.
- o Body can store fat soluble vitamins (A, D, E, and K).
- o Recommend a good source of these a few times a week but not necessarily daily.
- o There are approximately 50 vitamins and minerals needed.
- o Therefore eating a variety of foods is the best way to obtain them.
- o More is not always better. Some vitamins and minerals are toxic in large amounts.

- Water (0cal/gm)

- o Required to keep our bodies cool in hot weather.
- o Drink 6 to 8, 8 oz. glasses of water daily.
- o Water comes from beverages and food. Fruits and vegetables are 90% water; even meats are 50% water.

V. Food Guide Pyramid

- Identify the 6 components of the food guide pyramid, and recommended amounts. All foods have a place in the pyramid and therefore can fit into a healthy diet.

<p>Use information from nutrition labels to make healthy food choices.</p>	<ul style="list-style-type: none"> - Compare their daily intake to amounts specified by the pyramid. - Identify foods for each group of the pyramid. - Identify exercise as a component of the pyramid. <p>VI. Nutrition Labels</p> <ul style="list-style-type: none"> - Nutrient content claims - Health claims - Nutrition facts panel – required listing, content based on serving size, calories/serving, grams/serving. - Ingredient Listing
<p>ACTIVITIES:</p> <p>Lecture, discussion, small group interaction, on attitudes about food. (Interpersonal Communication)</p> <p><i>Worksheet Why I Eat It:</i> Each student lists ten foods they eat using the worksheet, identify the reason, then self reflect where there are x's. (Analyzing Internal and External Influences)</p> <p><i>Mindmap 6 Nutrients:</i> Students create their mindmap from class handouts (Accessing Information)</p> <p><i>Jigsaw:</i> Students in a group each complete a worksheet on a nutrient. Then all students with a similar nutrient form a new group to check their answers. Students then report back to their original groups to share information on all the nutrients. (Interpersonal Communication)</p> <p>Students draw and label a food pyramid.</p> <p>Pyramid Pizzazz/24 Hour Food Diary: Record their food using the one day food pyramid. (Self Management)</p> <p>Rate Your Plate: Using last night's dinner, students check if they ate a balanced meal.</p> <p>Through lecture, discussion, and practice students will be able to analyze a food label.</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p>How to Teach Nutrition to Kids by Connie Liakus</p>	<p>ASSESSMENTS:</p> <p>In a group discussion, students will identify positive attitudes about food.</p> <p>Using a rubric, students create a mindmap of the 6 nutrients including:</p> <ul style="list-style-type: none"> ✧ a definition ✧ 1 fact ✧ 3 sources for each <p>Given a blank food pyramid, students will be able correctly label all the parts.</p> <p>Student will place the foods they ate in a 24-hour period on the food guide pyramid. Students will write in their journal one thing they learned, one thing they felt, and one step they will take since doing the analysis. Teacher observation of the student's analysis of what they ate.</p> <p>Given a food label, students will be able to answer questions on nutritional facts. Students score 70% or higher on a Nutrition test/quiz.</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> ✧ Re-test ✧ Test adaptation ✧ Meet with teacher to discuss and review materials. ✧ Additional Time ✧ Peer Teaching - ask peer for help. ✧ Handouts accompanying class notes. <p>Mindmap: Teacher highlights main concepts with the student. Then the child creates their mindmap with the information.</p> <p>Analysis of food label with adaptations</p>

Evers, MS. RD.

Web Sites:

Health Teacher (1999-2006)
Retrieved on July 13, 2006 from:
<http://www.healthteacher.com>

Kids Health (1995-2006)
Retrieved on July 13, 2006 from:
<http://www.kidshealth.org>

My Pyramid (2006)
Retrieved on July 13, 2006 from:
<http://www.mypyramid.gov>

ENRICHMENT:

Surfing the web for related sites on nutrition.

Interviewing a dietician/nutritionist.

3 day diet analysis of fat, carbohydrates, and protein.

Food label analysis comparing 5 food labels for nutritional value.

"The Chocolate Touch", by Patrick Skene Catling
Bantam

"It's Disgusting and We Ate It", by James Solheim
Aladdin