

GRADE 6

UNIT OVERVIEWS

Unit overviews are designed to summarize the critical information needed by the student during comprehensive health education instruction. Each overview contains the Maryland State Content Standard, enduring understandings, essential questions, performance indicators, and key vocabulary arranged by unit. Each of these items has an explanation of its rationale to guide the learner.

Key vocabulary to promote health literate students has been identified. It is suggested each student defines these words at the beginning of the unit to promote understanding. Teachers may select a variety of strategies to promote vocabulary acquisition including but not limited to:

- Jigsaw
- Explicitly teach and practice word use
- Arrange a word wall
- Context clues using the text
- Possible sentences
- Visual associations

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Mental and Emotional Health Unit Overview

Maryland State Content Standard I – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Lifelong personal well-being is achieved through choices and decisions based on healthy attitudes and behaviors.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How can communication skills impact lifelong personal well-being?
2. How do emotions influence behaviors?
3. How are the components of well-being used to guide decisions for lifelong wellness?
4. What is the decision-making process and how is it used to promote personal well-being?
5. How can positive character traits guide choices for well-being?
6. How can evaluating and applying stress-management strategies influence personal well-being?
7. How does self-image influence decisions affecting personal well-being?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Recognize and apply effective communication skills.
2. Describe how emotions influence behavior.
3. Identify components to promote personal well-being.
4. Apply the decision-making process to personal issues and problems.
5. Identify personal assets and strengths that contribute to one’s uniqueness.
6. Recognize principles associated with stress management.
7. Identify internal and external influences on self-image.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

consequences; goal; risk; self-concept; self-esteem; stress; values; wellness; health; habit; attitude; culture; behavior; advocate; cumulative risk, resilience, emotions, hormones, anxiety, adrenaline

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Safety and Injury Unit Overview

Maryland State Content Standard V – Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and process to promote safe living in home, school, and community.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Personal behaviors utilizing safety skills reduce the potential for injury and promote lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. What safety skills and strategies can be used in situations that require emergency services?
2. How do responsible safety practices promote safe living and lifelong wellness?
3. How can recognizing factors that constitute various forms of harassment and intimidating behaviors reduce the potential for injury and promote lifelong wellness?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Demonstrate the ability to respond appropriately to situations requiring emergency services.
2. Identify rules that prevent injury or accidents.
3. Recognize various forms of harassment and intimidating behaviors.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Bullying; conflicts, compromise, negotiation, violence, hypothermia, accident chain, hazards, first aid, poison control center

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Alcohol, Tobacco and other Drugs Unit Overview

Maryland State Content Standard II – Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use and abuse of medication, alcohol, tobacco and other drugs.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

The decision not to misuse alcohol, tobacco, and other drugs is essential to promote lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How and when prescription and over-the-counter (OTC) drugs should be used?
2. How do the effects of tobacco use and non-use on all body systems impact lifelong wellness?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Distinguish between the appropriate and inappropriate use of prescription and over-the-counter drugs.
2. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Emphysema, Leukoplakia, nicotine; tolerance, withdrawal, over-the-counter (OTC) medicines, prescription medicine, drug misuse, snuff, negative peer pressure

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Family Life and Human Sexuality Unit Overview

Maryland State Content Standard IV: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Knowledge of puberty and reproductive health are foundations for lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How will knowledge of the emotional, social, and physical changes that occur during puberty influence healthy choices and lifelong wellness?
2. What is the process of human reproduction?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Apply knowledge about puberty to the reproductive process.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Cervix; fallopian tube; ovary; penis; puberty; scrotum; testicle; urethra; uterus; vagina; vas deferens, sperm, endocrine system, reproductive system, fertilization

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Disease Prevention and Control Unit Overview

Maryland State Content Standard VII:

Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Healthy lifestyle skills reduce the risk of disease and promote optimal well-being.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How are communicable and non-communicable diseases avoided to promote lifelong wellness?
2. How is HIV transmitted and what strategies prevent transmission?
3. What influence and impact do the media have on the control of disease and changes in human behavior?
4. How will avoidance of risk factors for skin cancer change current habits?
5. How does the use of tobacco products increase the risk of disease?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Differentiate between communicable and non-communicable diseases.
2. Explain HIV/AIDS as a communicable disease.
3. Evaluate media messages (example “flu epidemic”).
4. Demonstrate an increased knowledge regarding the dangers of excessive exposure to the sun and methods of protection.
5. Demonstrate an increased knowledge of the harmful effects of tobacco as it relates to disease.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Chronic; communicable; disease; noncommunicable; pathogen; virus, bacteria, tumor, cancer, allergy, asthma, diabetes, insulin, sunscreen, HIV/AIDS

3. What is Body Mass Index (BMI) and how is it used?
2. How can the information on the nutrition facts label be used?
4. How does physical activity help to manage weight?
5. What is the difference between body composition and body image?
6. What influences eating habits?
7. How can the Food Guide Pyramid and Dietary Guidelines be used to plan food intake?
8. What are the components of the physical activity pyramid?
9. How can food borne illnesses be prevented?
10. What are the three body types?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Identify and define functions of nutrients.
2. Explain the relationship among food intake, physical activity, and weight management.
3. Describe various factors that influence body image.
4. Apply the Dietary Guidelines for American in meal planning.
5. Investigate the Physical Activity Pyramid.
6. Discuss ways to prevent food borne illness.
7. Identify and describe the components of body composition.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Carbohydrates; cholesterol; fats; physical fitness; flexibility; My Pyramid food guidance system; minerals; nutrients; proteins; vitamins, calorie, saturated fat, trans fat, physical activity, lifestyle activity

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Nutrition and Fitness Unit Overview

Maryland State Content Standard VI: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote healthy lifestyles.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Healthy eating behaviors and fitness skills promote lifelong wellness.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. What are the six major nutrient groups and their food sources?

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Personal and Consumer Health Overview

Maryland State Content Standard III: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Enduring Understanding: *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Health literate citizens advocate for positive health in their communities.

Essential Questions: *[These are questions you need to ask yourself to focus your learning.]*

1. How do health literate consumers research health care issues and services?
2. How do personal health habits affect wellness?

Students will be able to... *[This is what you need to know and do to show you have learned the information]*

1. Demonstrate the ability to locate resources from your school community that provide valid health information concerning consumer health issues and services.
2. Demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives.

Key vocabulary for understanding: *[You are responsible to read and define these words to complete this unit]*

Health care, specialist, voluntary health agencies, health insurance, managed care