



Dominican International School

Health 6

COURSE SYLLABUS

GRADE LEVEL: 6

SCHOOL YEAR: 2022-23

TEACHER: Remedios “Bing” Racadio

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Course Description

This is a comprehensive course designed to provide the students with knowledge, life skills, and thinking skills they need in order to achieve good health. This course with *Decisions for Health* promotes health literacy and skills that students can take and apply in their daily lives. Students will be provided with the knowledge they need to be informed before making decisions about their health, with opportunities to learn and practice life skills for positive health behaviors. In addition, students are encouraged to use their thinking skills in order to solve health problems and think critically before they make any decision for themselves.

Teaching Strategies

This course is primarily a lecture course supplemented with discussion, clips, pictures, films, and authentic materials. I have purposely broken the material in short segments to facilitate its absorption. A broad-based understanding of content is important, but so are the skills which will be needed to continue learning later in life. Although the lecture format of teaching has the potential to deliver content, there is no assurance that a student will develop the essential learning skills, since listening to lecture is a very passive activity. Furthermore, studies suggest that collaborative learning improves productivity,

professional self-esteem, problem-solving skills, and positive social relationships. Therefore, this course will include some lecturing, but will also have an active student-centered component of problem-based learning. The real-world problems that have been developed for this course demand that students connect new knowledge to old; recognize what they know and understand and what they don't, and learn concepts well enough to explain and teach them in their own words.

Positive Reinforcement applied in the classroom is an essential aspect of managing middle-aged learners/ classrooms, and has related implications for encouraging progress.

Learning how to work in a team environment is beneficial to students for problem solving, working under the pressure of a time limit, and learning how to work with others.

Classroom interaction is emphasized. Students' curiosity and knowledge about health and other topics that are health related will be challenged and introduced. They will be encouraged to come up with ideas regarding programs and create activities which promote health and wellness in our society. Enhancement of Health Skills and Consistent Practice through application and their own health teachings will be made and be part of their learning, presentation of health programs and understanding process.

Student Activities

Different kinds of activities allow variances of skillsets among students that can work with their learning styles and develop critical thinking skills. Therefore, differentiated instructions by means of differentiated teaching strategies, assessments, and student work output/ products are very essential in their learning process. If the first exposure material is moved out of class, the class activity can then change to group work, role playing, games, and group or class discussion that can concentrate on particular problems or arising from the first exposure material or further depth of the content.

Students will participate in classroom activities such as discussions, skill building activities, enrichment activities, and presentations. In addition, students through these activities are expected to have the opportunity to build their knowledge and skills which empowers students to promote health and wellness.

Assessment

Assessments will be in a form of Diagnostic/ Summative, Formative, and more on the side of Alternative Assessments that is more authentic in evaluation from Project Based Learning activities.

Grades will be derived from: Quizzes, Recitation, Group/Individual Projects, Homework, Chapter Tests, and Quarter Exam.

Students will be assessed with class participation, observation, homework, class work, objective quizzes/tests, oral responses, and quarterly exams. The student's final grade will be computed mainly based on three parts: performance tasks (homework and class work), quizzes and quarterly exams. Each part is weighted at one third of the total course grade.

Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period—immediately after a lecture, at the beginning or end of a class, etc. Students absent from class for a test or a quiz must make arrangements to take the quiz or test some other time.

It is very important that you complete the assigned worksheets. Worksheets and test papers will be checked for completeness and returned. The scores will be given. You may keep your worksheets and test papers until the quarterly exam for reviewing.

Materials

We often use a health notebook/ or any materials which could be used to write notes. A copy of handouts. A file folder for Health Worksheets. Some pens, crayons/markers, scissors, glue, tape and double-sided tape, and some poster papers for Health Activities. Pictures, wall posters, short videos and/ or any other media might be used.

Visual Presentations and Documentary Videos/ Films will also be used during lecture for proper understanding of the subject matter/ topic and for additional student resources. I also strongly encourage my students to make an online

visit for added resources and activity to www.cdc.com, www.discovery.com, Curiositystream.com

PRIMARY TEXTBOOK & OTHER RESOURCES

TEXTBOOK: DECISIONS for HEALTH (Holt, Rhinehart & Winston) 2009

Level Green

REFERENCES:

Benes, S., Alperin, H., & SHAPE America - Society of Health and Physical Educators. (2021). *The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment* (Second ed.). Human Kinetics, Inc.

ESSENTIAL HEALTH (The Goodheart-Willcox Company, Inc.) 2018

ADDITIONAL INFORMATION – Please see Google Classroom for more information.

Class codes: Grade 6 St. Hyacinth = **trsdhge**

Grade 6 Bl. Ceslao = **cstqugh**

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism will result in an automatic zero on the entire assignment

FIRST QUARTER OBJECTIVES

HEALTH & WELLNESS

- Preview chapter concepts.
- Explain why we should learn about health.
- Demonstrate health skills learned at home and in school.
- Identify all health areas.
- Explain why we should learn about life skills.
- Describe and provide examples of life skills.
- Identify and provide examples of some important life skills.
- Explain why we should learn good character in Health.
- Identify and provide examples of good characters.
- Relate their learned good character and values in their everyday lives in school and at home and everywhere they go.
- Arrange and discriminate the different components of physical fitness.
- Justify and argue the concepts related to health promotion and disease prevention.
- Interpret and explain the use of the Activity Pyramid to improve physical fitness.
- Support the importance of good posture
- Identify and synthesize goal setting steps.
- Evaluate and practice goal setting for fitness.
- Describe and interpret the importance of different types of exercise.
- Create and develop a personal exercise and fitness program.
- Outline and recognize the importance of respect by being a good sport.
- Select and identify safety equipment necessary for injury prevention.
- Appraise, promote, and value safety rules and how to play and exercise safely.
- Assessment and Evaluation of learned knowledge, skills and values for the whole quarter
- Assess Chapter objectives.

FIRST QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<p style="text-align: center;">Week 1 Aug 10th to 12th <u>3 Days of Class</u> <i>10~ First Day / Orientation Day</i></p>	<p>Introduction: Why should you learn about HEALTH? Why should you learn about life skills? Why should you learn about good character? What are ways to be a successful right decision maker? Review Grade 5 Health Topics PROJECT: Health Dance Fitness Performance on WEEK 7</p> <p>Introduce the Chapter: Preview Chapter Concepts Your Fitness and Exercise Homework/ Activity Worksheet: Read and Study Lesson 1 and Life Skills; Activity Worksheet</p>
<p style="text-align: center;">Week 2 Aug 15th to 19th <i>Opening Mass</i></p>	<p>Life Skills: Goal Setting Activity Worksheet Homework: Quiz Next Week: Read and Study Lesson 1 and Life Skills</p>
<p style="text-align: center;">Week 3 Aug 22nd to 26th</p>	<p>QUIZ Your Exercise and Fitness Program Homework/ Activity Worksheet</p>
<p style="text-align: center;">Week 4 Aug 29th to Sep 2nd</p>	<p>Building Good Character: Respect Activity Worksheet Homework: Quiz Next Week: Study Lesson 2 and Building Good Character</p>
<p style="text-align: center;">Week 5 Sep 5th to 9th <u>4 Days of Class</u> <i>8~ Mass & Birthday Mother Mary</i> <i>9th – Moon Festival</i></p>	<p>QUIZ Exercising with Safety in Mind Activity Worksheet/ Homework</p>

<p>Week 6 Sep 12th to 16th FYI – Pre-Exam Days</p>	<p>Activities/ Performance CHAPTER REVIEW/ Practice</p>
<p>Week 7 Sep 19th to 23rd</p>	<p>Activities/ Performance CHAPTER REVIEW/ Practice</p>
<p>Week 8 Sep 26th to 30th <u>2 Days of Class</u> 28-30 ~Teacher's Conference</p>	<p>First Quarter Exams for Minor Subjects.</p>
<p>Week 9 Oct 3rd to 7th <u>3 Days of Class</u> 6-7 ~Q1 Exams</p>	<p>First Quarter Exams for Major Subjects.</p>

SECOND QUARTER OBJECTIVES

DISEASE and IMMUNITY
<ul style="list-style-type: none"> ■ Compare and contrast infectious and noninfectious diseases. ■ Differentiate between chronic and acute diseases and give two examples of each. ■ Identify which diseases/ illnesses is a communicable and non-communicable disease. ■ Explain the mode of transmission of a disease and how can it be transferred from one person to another. ■ Distinguish between diseases caused by viruses and bacteria. ■ Explain how diseases can be spread. ■ Explain how air, food, and water spread pathogens. ■ List some of the body's defenses against diseases. ■ Explain the function of antibodies. ■ Discuss how vaccines help the body fight certain diseases. ■ Create a concept map regarding prevention and causes of diseases. ■ Apply and list down healthy lifestyles that would prevent someone from getting sick.

- Extend chapter concepts.
- Assess Chapter objectives.

SECOND QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	<p>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</p>
<p>Week 1 (10) Oct 10th to 14th <u>4 Days of Class</u> <i>10 – Double 10 Holiday</i></p>	<p>Introduce the Chapter: Preview Chapter Concepts Week 1 Class Orientation/ Introduction about the Topic</p> <p>Lecture # 1 – Why People Become Ill</p> <ul style="list-style-type: none"> • Infectious/ Non-Infectious Disease • Non-Infectious Disease • Chronic and Acute Disease <p>Assignment: Make Posters showing infectious and non-infectious disease focusing on the cause of disease, signs/ symptoms, treatment and prevention.</p>
<p>Week 2 (11) Oct 17th to 21st</p>	<p>Lecture # 2 – Infectious Disease What kinds of Pathogens cause disease? How are pathogens spread? Assignment: Prepare for Quiz No. 1</p>
<p>Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i></p>	<p>Lecture # 3 – Fighting Infectious Diseases</p> <ul style="list-style-type: none"> • How does the body fight disease? • How can you avoid disease? • How can vaccines protect you against disease? <p>Activity Worksheets</p>

<p>Week 4 (13) Oct 31st to Nov 4th <i>1-All Saint's Day Mass</i></p>	<p>Lecture # 4 – Noninfectious diseases</p> <ul style="list-style-type: none"> • What are some heart diseases? • What is Cancer? • What are allergies? • What is arthritis? • What is diabetes? • What is asthma? <p>Assignment: Interview medical practitioners regarding pacemakers and defibrillators, how these machines do and how do they work and function. Prepare for Quiz No. 2</p>
<p>Week 5 (14) Nov 7th to 11th</p>	<p>Quiz No. 2: Lecture # 3 and 4 Lecture # 5 – Staying Well</p> <ol style="list-style-type: none"> 1. What can you do to stay well”? 2. What do you mean by a healthy lifestyle? How can we maintain a healthy lifestyle? <p>Assignment: Read and make a reflection on “Staying Well”/ A4 Paper not less than 10 sentences and not more than 15 sentences.</p>
<p>Week 6 (15) Nov 14th to 18th</p>	<p>Hand in Homework: Some short activity about homework Film viewing Assignment: Reflection on the film viewing Activities: Create a Scenario/ Role Play</p>
<p>Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i></p>	<p>Scenario/ Role Play Presentation</p>
<p>Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Q2 Exam</i></p>	<p>CHAPTER REVIEW</p>
<p>Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Celebrations</i></p>	<p>Second Quarter Exam/ and or PPT/ Slides Presentation</p>
<p>Week 10 (19) Dec 12th to 16th</p>	<p>2nd Quarter Exam Major Subjects</p>

<p><u>3 Days of Class</u> <i>15-16 ~Q2 Exams</i></p>	
<p>Dec 19th to Jan 2nd</p>	<p>Christmas Break</p>

THIRD QUARTER OBJECTIVES

<p>EMERGENCIES AND FIRST AID/ BANDAGING TECHNIQUE</p>
<ul style="list-style-type: none"> ■ Preview chapter concepts. ■ Explain how to prepare for emergency situations. ■ Describe how to respond to emergency situation in order to reduce risks. ■ Identify steps for effective communication. ■ Identify steps in the decision making process. ■ Practice communication skills for handling emergencies. ■ Explain how to follow universal precautions when giving first aid ■ Explain the proper procedure of donning a glove and how to undone a glove technique. ■ Explain the proper procedure of donning a gown and how to undone a gown technique. ■ Explain the importance, proper procedure of using a mask and how to undone and dispose a mask. ■ Recognize common injuries. ■ Describe first-aid treatment for common injuries ■ Identify ways to show responsibility when responding to an emergency situation. ■ Identify life-threatening injuries. ■ Describe first aid for medical emergencies. ■ Discuss the injuries to muscles, bones and joints. ■ Know the difference between a tendon and ligaments. ■ Discuss what a fracture, dislocation is, sprain and strain and explain the severity of the injury. ■ Explain ways and measures to be safe to prevent muscle, bones and

joint injuries.

- Discuss first aid for Muscle, Bone and Joint Injuries
- Discuss the importance and different ways of using a triangular bandage.
- Demonstrate and explain the different bandaging techniques.
- Extend Chapter Concepts.
- Assess Chapter Objectives.

THIRD QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (20) Jan 5 to 6 th <u>2 Days of Class</u>	Introduce the Chapter: Preview Chapter Concepts Responding to Emergencies Homework/ Activity Worksheet
Week 2 (21) Jan 9 th to 13 th	Introduction to First-Aid
Week 3 (22) Jan 16 th to 20 th	QUIZ Universal Precaution First Aid for Common Injuries Homework/ Activity Worksheet
Jan 23 rd to 27 th	CHINESE NEW YEAR HOLIDAY
Week 4 (23) Jan 30 th to Feb 3 rd	Muscles, Bones and Joints Injuries; Homework/ Activity Worksheet HOMEWORK: Quiz Next Week; Read Common Injuries and Muscles, Bones and Joints Injuries; Bring Triangular Bandage
Week 5 (24) Feb 6 th to 10 th	QUIZ Parts of the Triangular Bandage; Use of Triangular
Week 6 (25)	Bandage; Bandaging Techniques

Feb 13 th to 17 th	Homework/ Activity Worksheet
Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Bandage; Bandaging Techniques Homework/ Activity Worksheet
Week 8 (27) Feb 27th to March 3rd <u>3 Days of Class</u> <i>27-28 ~ 228 Memorial Day</i> <i>Holiday</i>	Practical Test/ Return Demo of Students by Group Written Assessment
Week 9 (28) March 6th to 10th <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Practical Test/ Return Demo of Students by Group Written Assessment Third Quarter Exam

FOURTH QUARTER OBJECTIVES

CPR & AED
<ul style="list-style-type: none"> ■ Preview chapter concepts. ■ Know and learn the current trends of CPR procedures. ■ Know how to activate medical assistance during emergency situation. ■ Learn basic steps about CPR and AED procedures. ■ Know the importance and rationale of the basic steps and procedures when doing CPR and AED. ■ Learn about the abbreviations use to remember in doing CPR. ■ Know the reason for a DNR (Do Not Resuscitate Order) ■ Assess the person suffering from Cardiac Arrest. ■ List down the step by step procedure for Baby, Child and Adult CPR ■ Demonstrate and rationalize the importance of the step by step procedure of baby, child and adult CPR ■ Learn and apply proper ways in doing chest compression and ventilation.

- Know when not to start CPR and AED.
- Identify the Dos and Don'ts when doing CPR and AED
- Know when to stop doing CPR and AED
- Demonstrate and know the importance of positioning a person into a recovery position.

FOURTH QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (29) March 13 th to 17 th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Introduce the Chapter: Preview Chapter Concepts CPR Terminologies News Article: Current Trend in CPR & AED Lecture-Demo: # 1 Adult CPR (Compression – Most Important Skill) Homework: Continue to practice at home, Performance Test next meeting
Week 2 (30) March 20 th to 24 th <i>20 ~ Fire Drill</i>	Performance Test/ Practice Test Basic Life Support/ CPR Adult CPR HOMEWORK: Quiz Next Week; Read and Study CPR Reading Resources
Week 3 (31) March 27 th to 31 st	QUIZ CPR Skills Practice Homework/ Activity Worksheet
Apr 3 rd to 14 th	SPRING/ LENTEN BREAK
Week 4 (33) Apr 17 th to 21 st	Child and Infant CPR Read Handouts Practice Child CPR

	<p>Activities</p> <p>Homework: Practice CPR Skills at home for</p>
<p>Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i></p>	<p>Performance Test (Adult, Child, Infant CPR)/ CPR Return Demo</p>
<p>Week 6 (35) May 1st to 5th <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i></p>	<p>Performance Test Activity Worksheet</p>
<p>Week 7 (36) May 8th to 12th <i>8-12~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i></p>	<p>Fourth Minor Subjects Quarter Exams</p>
<p>Week 8 (37) May 15th to 19th <u>3 Days of Class</u> <i>18-19~ Q4 Exams</i></p>	<p>Major Subjects Exams</p>
<p>Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i></p>	<p>Major Subjects Exams</p>
<p>Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i></p>	<p>Last week/ Graduation</p>