

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|----------------|---|
| Grade 6 | Health: First Aid/Safety |
| | <p>Pennsylvania Academic Standards:</p> <p>10.1.6 E – Identify health problems that can occur throughout life and describe ways to prevent them</p> <p>10.2.6 A – Explain the relationship between personal health practices and individual well-being. (Orientation to the program)</p> <p>10.2.6 D – Describe and apply the steps of a decision-making process to health and safety issues</p> <p>10.2.6 E – Analyze environmental factors that impact health (allergens, chemicals, gasses, metals and natural disasters)</p> <p>10.3.6 A – Explain and apply safe practices in the home, school and community (emergencies, personal safety and communication)</p> <p>10.3.6 B - Know and apply appropriate emergency responses (basic first aid, abdominal thrusts and universal precautions)</p> <p>10.3.6 D – Analyze the role of individual responsibility for safety during physical activity</p> |
| | <p>Overarching and Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the concepts of Health and Wellness? 2. What are the realms of the health triangle? 3. What choices can you make to ensure personal safety? 4. What can you do to improve the safety of your environment? |
| | <p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Health and wellness is a complete state of well-being. 2. The realms of the health triangle are physical, mental/emotional and social well-being. 3. Being prepared for emergency situations such as having a fire escape exit plan or knowing basic first aid care will ensure personal safety. 4. Keeping your environment free from trash or hazardous waste and keeping poisons out of reach of children will improve the safety of your environment. |
| | <p>Assessments: Performance Tasks, Projects</p> <ol style="list-style-type: none"> 1. Design of personal health triangle 2. Classmate interview 3. Emergency/First Aid kit development 4. Accident Chain 5. Scenario applications 6. Abdominal thrust demonstration |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|--|
| | <p>5. Role-playing</p> <ol style="list-style-type: none"> a. Students must act out first aid scenario of their choosing b. All proper steps and questions must be addressed |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> <ol style="list-style-type: none"> 1. Health Triangle Development 2. Home fire escape plan |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <ul style="list-style-type: none"> • Acrostic development • In-class assignments • Homework • Reteaching Activities • Enrichment Activities • Concept Mapping • Article reviews • Personal reflection and application of accident chain • Class discussion • Scenario application • Decision-Making through accident chain breaking |
| | <p>Assessments: Student Self-Assessment</p> <ol style="list-style-type: none"> 1. Creation and assessment of personal health triangle 2. “Acting in Emergencies” pre-knowledge worksheet 3. Guided questioning <ul style="list-style-type: none"> • How is being safety conscious everyone’s concern? 4. Abdominal thrusts practice and demonstration |
| | <p>Students will need to know . . . (targeted understandings):</p> <ol style="list-style-type: none"> 1. The three components of the health triangle are physical, social, and mental well-being 2. Health is the complete state of well-being and merely not the absence from disease 3. Key terms: safety conscious, hazards, unintentional injuries, weather emergencies, first aid, abdominal thrusts, sprains, strains |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

4. Concept and reasons for first aid
 - a. Immediate care given
 - b. Prevent serious injury or even death
5. First Aid key steps:
 - a. Recognize there is a problem
 - Do not put yourself in danger
 - Use senses of hearing, sight, smell
 - b. Decide to act
 - Stay calm
 - Act quickly
 - Be careful
 - c. Call for help
 - 911
 - Info needed: where, what happened, how many injured, what you are doing, how the person is doing, your name
 - Don't hang up until the operator does
 - d. Provide help until help arrives
 - ABC's – Airway, Breathing and Circulation
 - Only move victim if area is not safe
6. Reasons for abdominal thrusts to be used
 - a. Only if someone is truly choking
 - No sound coming through at all
 - b. Universal sign of choking
 - c. Abdominal thrusts steps
7. Basic first aid for the following:
 - a. Sprains/strains
 - RICE – rest, ice, compression and elevation
 - b. Broken bones
 - Do not move
 - Cold pack
 - Medical help
 - c. Burns
 - Degrees
 - Care

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|--|
| | <p style="padding-left: 40px;">d. Nosebleeds</p> <p>8. Importance of being safety conscious</p> <p>9. Safety Chain</p> <p style="padding-left: 40px;">a. The situation</p> <p style="padding-left: 40px;">b. The unsafe habit</p> <p style="padding-left: 40px;">c. The unsafe action</p> <p style="padding-left: 40px;">d. The accident</p> <p style="padding-left: 40px;">e. The result</p> <p>10. Preventative measures to break the accident chain in the following situations:</p> <p style="padding-left: 80px;">- Fires, falls, poisonings , and electrical shocks</p> <p>11. Safety concerns and issues when dealing with weather emergencies and natural disasters</p> |
| | <p>Students will be able to . . . (targeted skills):</p> <ul style="list-style-type: none"> • Define the terms health and wellness • Identify the three aspects of health • Explain how everything that is done will have some effect on the health triangle • Define the key terms • Demonstrate the ability to be safety conscious • Construct an accident chain • Analyze and break an accident chain • Apply safety concerns to everyday activities, home emergencies, weather emergencies and natural disasters • Explain the importance of first aid • List and demonstrate the key 4 steps in first aid in a calm and sequential manner • Demonstrate the proper technique for delivering abdominal thrusts • Explain basic first aid care for sprains, strains, breaks, burns and nosebleeds • Demonstrate a call to 911 giving all needed information |
| | <p>Teaching and learning experiences:</p> <ul style="list-style-type: none"> • Establish a personal health triangle |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|---|
| | <ul style="list-style-type: none"> • Recognize influences of health through personal review • Discussion • Teacher instruction and note-giving • Student interaction and Discussion • Small group and partner work • Worksheet completion • Note sheet completion • Teacher presentation of notes • Article summaries • Personal opinion papers • Decision-Making Model application • Textbook readings • Supplemental readings • Abdominal Thrusts demonstration |
| | <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Textbook: Teen Health-Course 1 • Auxiliary Teaching Resources <ul style="list-style-type: none"> ○ Reteaching Activities Workbook ○ Enrichment Activities Workbook ○ Concept Mapping Workbook • Handouts • Video • Technology online research such as “Staying safe” (www.kidshealth.org) |
| | <p>Accommodations:</p> <ul style="list-style-type: none"> • Follow all I.E.P. and 504 plan requirements • Allow extra time • Tutoring and extra help during activity and after school • Peer tutor and peer assistance for hands-on applications • Instructional Aide assistance |
| | <p>Enrichments:</p> |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|---|
| | <ul style="list-style-type: none"> • Creating safety plan for school • www.kidshealth.org |
| | <p>Time:</p> <ul style="list-style-type: none"> • 9 Class Periods |

| | |
|----------------|--|
| Grade 6 | Health: Body Systems – Muscular/Skeletal, Urinary/Reproductive and Immune |
| | <p>Pennsylvania Academic Standards: 10.1.6 B – Identify and describe the structure and function of the major body systems 10.1.6 E – Identify health problems that can occur throughout life and describe ways to prevent them (diseases – cancer, diabetes, HIV/AIDS, cardiovascular disease; preventions – do not smoke, maintain proper weight, eat a balanced diet, practice abstinence and be physically active) 10.2.6 A – Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes (education and socio-economic)</p> |
| | <p>Overarching and Essential Questions: What can you infer about the way personal choices affect the following body systems: -Muscular, skeletal, reproductive, urinary and immune</p> |
| | <p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. The various body systems work together as a team and not independent from each other 2. To ensure the proper functioning of the body systems, care and preventative measures should be followed |
| | <p>Assessments: Performance Tasks, Projects Body system mini-report</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts In-class quiz</p> |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <ul style="list-style-type: none"> • In-class assignments • Reteaching Activities |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|---|
| | <ul style="list-style-type: none"> • Enrichment Activities • Concept Mapping • Class discussion • Scenario application • Handout completion • System and anatomy identification |
| | <p>Assessments: Student Self-Assessment</p> <p>Guided questioning</p> <ul style="list-style-type: none"> - What parts make up the _____ system? - How do the systems rely on each other? |

| | |
|--|---|
| | <p>Students will need to know . . . (targeted understandings):</p> <ul style="list-style-type: none"> • Key terms: Muscular, skeletal, reproductive, immune and urinary systems; tendons, cardiac, hormones, reproductive, puberty, acne, communicable and non-communicable diseases, pathogens, immunity and vaccine • The affect of puberty and adolescence on each of the systems • Purpose of the systems <ul style="list-style-type: none"> ○ Muscular: Provide for movement ○ Skeletal: Provides support and structure ○ Reproductive: Allows for the production of off spring ○ Immune: Defense system against pathogens ○ Urinary: Aids in waste removal and water balance • The main components of the systems <ul style="list-style-type: none"> ○ Muscular: muscles, tendons ○ Skeletal: bones, ligaments ○ Reproductive: penis, vagina ○ Immune: white blood cells, differences between communicable and non-communicable diseases ○ What is HIV and how can it be prevented ○ Urinary: kidneys and bladder • Proper care for the systems. <ul style="list-style-type: none"> ○ Muscular: participate in regular physical activity, follow a nutritious eating plan, practice good posture, lift objects carefully and treat |
|--|---|

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|--|
| | <p style="text-align: center;">injuries quickly</p> <ul style="list-style-type: none"> ○ Skeletal: weight-bearing activities, follow a nutritious diet, proper protective gear ○ Reproductive: have regular checkups, take a shower or bath daily ○ Immune: avoid contact with those who are sick, do not share eating utensils, dishes, glasses, bottles or cans, wash your hands often ○ Urinary: eat a balanced diet that is low in fat and high in fiber, drink 8-10 glasses of water per day and stay active <ul style="list-style-type: none"> • For overall health, the systems must work together as a team |
| | <p>Students will be able to . . . (targeted skills):</p> <ul style="list-style-type: none"> • Define the terms • Describe the functions of each of the systems • Name the major parts of each of the systems • Explain the interdependence between the systems • List care guidelines for each of the systems • Explain potential problems for each of the systems • Describe the role of each of the systems and their importance for adolescents, including the impact of puberty • Analyze the impact of the systems of the health triangle |
| | <p>Teaching and learning experiences:</p> <ul style="list-style-type: none"> • Student interaction • Student discussion • Small group and partner work • Worksheet completion • Note sheet completion • Teacher presentation of notes • Health concerns • Anatomy sheets • CD-ROM/Video viewing |
| | <p>Materials and Resources:</p> |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|--|
| | <ul style="list-style-type: none"> • Textbook – Teen Health Course 1 • Auxiliary Teaching Resources <ul style="list-style-type: none"> ○ Reteaching Activities Workbook ○ Enrichment Activities Workbook ○ Concept Mapping Workbook ○ The Human Body – Hayes ○ Fascinating Facts about the Human Body – The Education Center • Handouts • Posters • CD-ROM/Videos |
| | <p>Accommodations:</p> <ul style="list-style-type: none"> • Follow all I.E.P. and 504 plan requirements • Allow extra time • Tutoring and extra help during activity and after school • Peer tutor and peer assistance for hands-on applications • Instructional Aide assistance |
| | <p>Enrichments:</p> <ul style="list-style-type: none"> • Review Sheets • www.kidshealth.org • Videos/CD-ROMS |
| | <p>Time:</p> <ul style="list-style-type: none"> • 5 Class Periods |

| | |
|------------------|---|
| Grade (6) | (Goal Area) 1 Knowledge of Good Health promotion, disease prevention, and growth and development |
| | <p>Southern Lehigh Curriculum Standard: 1.2..2 Communicable Disease Prevention 1.2.1 Non-communicable Disease Prevention</p> |
| | <p>Pennsylvania Academic Standards: <u>10.1.6.A</u> Describe growth and development changes that occur between</p> |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|---|
| | <p>childhood and adolescence and identify factors that can influence these changes (education and socioeconomic).</p> <p><u>10.1.6.E</u> Identify health problems that can occur throughout life and describe ways to prevent them (diseases- e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease; preventions -i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active).</p> |
| | <p>Overarching and Essential Questions: AIDS and Communicable Diseases</p> <ol style="list-style-type: none"> 1. How does AIDS and HIV play a role in our life? |
| | <p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Know AIDS means Acquired Immune Deficiency Syndrome 2. Know HIV means Human Immune Virus 3. Know the variety of ways HIV is spread 4. Know the developmental process of the disease 5. Know blood test and appropriate drug treatment of symptoms |
| | <p>Assessments: Performance Tasks, Projects Teacher Observations</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts Exit tickets (2 ways to protect yourself from getting HIV/AIDS)</p> |
| | |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues) -Discussion Question and answer Video Handouts</p> |
| | <p>Assessments: Student Self-Assessment</p> |
| | <p>Students will need to know . . . (targeted understandings):</p> |

SOUTHERN LEHIGH SCHOOL DISTRICT
6th Grade Health Curriculum

| | |
|--|--|
| | <ol style="list-style-type: none"> 1. Know AIDS means Acquired Immune Deficiency Syndrome 2. Know HIV means Human Immune Virus 3. Know the variety of ways HIV is spread 4. Know the developmental process of the disease 5. Know blood test and appropriate drug treatment of symptoms |
| | <p>Students will be able to do . . . (targeted skills):</p> <ol style="list-style-type: none"> 1. Make appropriate healthy lifestyle choices |
| | <p>Teaching and learning experiences:</p> <p>Teacher lead discussion Video presentation Q & A</p> |
| | <p>Materials and Resources:</p> <p>DVD: “Aids Facts for Kids”</p> |
| | <p>Accommodations:</p> <p>IEP 504 plan</p> |
| | <p>Enrichments:</p> <p>Review Sheets www.kidshealth.org</p> |
| | <p>Time:</p> <p>1 class period</p> |