

SOUTHERN LEHIGH SCHOOL DISTRICT  
6<sup>th</sup> Grade Health Curriculum

<b>Grade 6</b>	<b>Health: First Aid/Safety</b>
	<p><b>Pennsylvania Academic Standards:</b></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 trusts and universal precautions)</p> <p>10.3.6 D – Analyze the role of individual responsibility for safety during physical activity</p> <p>11.3.6D – Describe a well-balanced dietary menu using the dietary guidelines and the food guide pyramid</p> <p>11.3.6E – Explain the relationship between calories, nutrient and food input versus energy output; describe digestion</p>
	<p><b>Overarching and Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the concepts of Health and Wellness?</li> <li>2. What are the realms of the health triangle?</li> <li>3. What choices can you make to ensure personal safety?</li> <li>4. What can you do to improve the safety of your environment?</li> </ol>
	<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Health and wellness is a complete state of well-being.</li> <li>2. The realms of the health triangle are physical, mental/emotional and social well-being.</li> <li>3. Being prepared for emergency situations such as having a fire escape exit plan or knowing basic first aid care will ensure personal safety.</li> <li>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.</li> </ol>
	<p><b>Assessments: Performance Tasks, Projects</b></p> <ol style="list-style-type: none"> <li>1. Design of personal health triangle</li> <li>2. Classmate interview</li> <li>3. Emergency/First Aid kit development</li> <li>4. Accident Chain</li> </ol>

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	<ol style="list-style-type: none"> <li>5. Scenario applications</li> <li>6. Abdominal thrust demonstration</li> <li>5. Role-playing             <ol style="list-style-type: none"> <li>a. Students must act out first aid scenario of their choosing</li> <li>b. All proper steps and questions must be addressed</li> </ol> </li> </ol>
	<p><b>Assessments: Quizzes, Tests and Academic Prompts</b></p> <ol style="list-style-type: none"> <li>1. Health Triangle Development</li> <li>2. Home fire escape plan</li> </ol>
	<p><b>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</b></p> <ul style="list-style-type: none"> <li>• Acrostic development</li> <li>• In-class assignments</li> <li>• Homework</li> <li>• Reteaching Activities</li> <li>• Enrichment Activities</li> <li>• Concept Mapping</li> <li>• Article reviews</li> <li>• Personal reflection and application of accident chain</li> <li>• Class discussion</li> <li>• Scenario application</li> <li>• Decision-Making through accident chain breaking</li> </ul>
	<p><b>Assessments: Student Self-Assessment</b></p> <ol style="list-style-type: none"> <li>1. Creation and assessment of personal health triangle</li> <li>2. “Acting in Emergencies” pre-knowledge worksheet</li> <li>3. Guided questioning             <ul style="list-style-type: none"> <li>• How is being safety conscious everyone’s concern?</li> </ul> </li> <li>4. Abdominal thrusts practice and demonstration</li> </ol>
	<p><b>Students will need to know . . . (targeted understandings):</b></p> <ol style="list-style-type: none"> <li>1. The three components of the health triangle are physical, social, and mental well-being</li> <li>2. Health is the complete state of well-being and merely not the absence from disease</li> </ol>

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3. Key terms: safety conscious, hazards, unintentional injuries, weather emergencies, first aid, abdominal thrusts, sprains, strains
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

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

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

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	<p><b>Enrichments:</b></p> <ul style="list-style-type: none"> <li>• Creating safety plan for school</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>
	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• 9 Class Periods</li> </ul>

<b>Grade 6</b>	<b>Health: Body Systems – Muscular/Skeletal, Urinary/Reproductive and Immune</b>
	<p><b>Pennsylvania Academic Standards:</b>          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><b>Overarching and Essential Questions:</b>          What can you infer about the way personal choices affect the following body systems:          -Muscular, skeletal, reproductive, urinary and immune</p>
	<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. The various body systems work together as a team and not independent from each other</li> <li>2. To ensure the proper functioning of the body systems, care and preventative measures should be followed</li> </ol>
	<p><b>Assessments: Performance Tasks, Projects</b>          Body system mini-report</p>
	<p><b>Assessments: Quizzes, Tests and Academic Prompts</b>          In-class quiz</p>
	<p><b>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</b></p>

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

	<p><b>Students will need to know . . . (targeted understandings):</b></p> <ul style="list-style-type: none"> <li>• Key terms: Muscular, skeletal, reproductive, immune and urinary systems; tendons, cardiac, hormones, reproduction, puberty, acne, communicable and non-communicable diseases, pathogens, immunity and vaccine</li> <li>• The affect of puberty and adolescence on each of the systems</li> <li>• Purpose of the systems             <ul style="list-style-type: none"> <li>○ Muscular: Provide for movement</li> <li>○ Skeletal: Provides support and structure</li> <li>○ Reproductive: Allows for the production of offspring</li> <li>○ Immune: Defense system against pathogens</li> <li>○ Urinary: Aids in waste removal and water balance</li> </ul> </li> <li>• The main components of the systems             <ul style="list-style-type: none"> <li>○ Muscular: muscles, tendons</li> <li>○ Skeletal: bones, ligaments</li> <li>○ Reproductive: penis, vagina</li> <li>○ Immune: white blood cells, differences between communicable and non-communicable diseases</li> <li>○ What is HIV and how can it be prevented</li> <li>○ Urinary: kidneys and bladder</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Proper care for the systems. <ul style="list-style-type: none"> <li>○ Muscular: participate in regular physical activity, follow a nutritious eating plan, practice good posture, lift objects carefully and treat injuries quickly</li> <li>○ Skeletal: weight-bearing activities, follow a nutritious diet, proper protective gear</li> <li>○ Reproductive: have regular checkups, take a shower or bath daily</li> <li>○ Immune: avoid contact with those who are sick, do not share eating utensils, dishes, glasses, bottles or cans, wash your hands often</li> <li>○ 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</li> </ul> </li> <li>• For overall health, the systems must work together as a team</li> </ul>
	<p><b>Students will be able to . . . (targeted skills):</b></p> <ul style="list-style-type: none"> <li>• Define the terms</li> <li>• Describe the functions of each of the systems</li> <li>• Name the major parts of each of the systems</li> <li>• Explain the interdependence between the systems</li> <li>• List care guidelines for each of the systems</li> <li>• Explain potential problems for each of the systems</li> <li>• Describe the role of each of the systems and their importance for adolescents, including the impact of puberty</li> <li>• Analyze the impact of the systems of the health triangle</li> </ul>
	<p><b>Teaching and learning experiences:</b></p> <ul style="list-style-type: none"> <li>• Student interaction</li> <li>• Student discussion</li> <li>• Small group and partner work</li> <li>• Worksheet completion</li> <li>• Note sheet completion</li> <li>• Teacher presentation of notes</li> <li>• Health concerns</li> <li>• Anatomy sheets</li> <li>• CD-ROM/Video viewing</li> </ul>



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	<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"><li>• Textbook – Teen Health Course 1</li><li>• Auxiliary Teaching Resources<ul style="list-style-type: none"><li>○ Reteaching Activities Workbook</li><li>○ Enrichment Activities Workbook</li><li>○ Concept Mapping Workbook</li><li>○ The Human Body – Hayes</li><li>○ Fascinating Facts about the Human Body – The Education Center</li></ul></li><li>• Handouts</li><li>• Posters</li><li>• CD-ROM/Videos</li></ul>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"><li>• Follow all I.E.P. and 504 plan requirements</li><li>• Allow extra time</li><li>• Tutoring and extra help during activity and after school</li><li>• Peer tutor and peer assistance for hands-on applications</li><li>• Instructional Aide assistance</li></ul>
	<p><b>Enrichments:</b></p> <ul style="list-style-type: none"><li>• Review Sheets</li><li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li><li>• Videos/CD-ROMS</li></ul>
	<p><b>Time:</b></p> <ul style="list-style-type: none"><li>• 10 Class Periods</li></ul>