



## Dominican International School

# Health 6

### COURSE SYLLABUS

**GRADE LEVEL: 6**

**SCHOOL YEAR: 2023-24**

**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](http://www.cdc.com), [www.discovery.com](http://www.discovery.com), [Curiositystream.com](http://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:**

1. Please see Google Classroom for more information.  
Class codes: Grade 6 St. Hyacinth = **mimmps7**  
Grade 6 Bl. Ceslao = **amcl5y6**
2. There will be **NO Homework to be given during the weekend except during major exams or quizzes. It is to give them a chance to spend quality time with their family.**
3. The Project D (Detention) significantly affects the Department Grade of students.

**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**

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts

thereof without appropriate acknowledgment and representing the product as one's own work; and

1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty 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.)
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <u>Only 2 School Days</u> <i>10 ~ First Day / Orientation Day</i>	<b>Introduction:</b> 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  <b>Introduce the Chapter:</b> Preview Chapter Concepts <b>Your Fitness and Exercise</b> <b>Homework/ Activity Worksheet:</b> Read and Study Lesson 1 and Life Skills; Activity Worksheet
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	<b>Life Skills: Goal Setting</b> <b>Activity Worksheet</b> <b>Homework:</b> Quiz Next Week: Read and Study Lesson 1 and Life Skills
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<b>QUIZ</b> <b>Your Exercise and Fitness Program</b> <b>Homework/ Activity Worksheet</b>
<b>Week 4</b>	<b>Building Good Character: Respect</b>

Aug 28 <sup>th</sup> to Sep 1 <sup>st</sup>	<b>Activity Worksheet</b> <b>Homework:</b> Quiz Next Week: Study Lesson 2 and Building Good Character
Week 5 Sep 4 <sup>th</sup> to 8 <sup>th</sup> <i>8 ~ Holy Mass &amp; VIP Induction</i>	<b>QUIZ</b> <b>Exercising with Safety in Mind</b> <b>Activity Worksheet/ Homework</b>
Week 6 Sep 11 <sup>th</sup> to 15 <sup>th</sup> <i>12-14 ~ Pre-Exam Days</i>	<b>Activities/ Performance</b> <b>CHAPTER REVIEW/ Practice</b>
Week 7 Sep 18 <sup>th</sup> to 22 <sup>nd</sup>	<b>Activities/ Performance</b> <b>CHAPTER REVIEW/ Practice</b>
Week 8 Sep 25 <sup>th</sup> to 29 <sup>th</sup> <b><u>No Classes</u></b> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	<b>First Quarter Exams for Minor Subjects.</b>
Week 9 Oct 2 <sup>nd</sup> to 6 <sup>th</sup> <b><u>3 Days of Class</u></b> <i>5-6 ~Q1 Exams</i>	<b>First Quarter Exams for Major Subjects.</b>

## SECOND QUARTER OBJECTIVES

<b>DISEASE and IMMUNITY</b>	
<ul style="list-style-type: none"> <li>■ Compare and contrast infectious and noninfectious diseases.</li> <li>■ Differentiate between chronic and acute diseases and give two examples of each.</li> <li>■ Identify which diseases/ illnesses is a communicable and non-communicable disease.</li> <li>■ Explain the mode of transmission of a disease and how can it be transferred from one person to another.</li> <li>■ Distinguish between diseases caused by viruses and bacteria.</li> <li>■ Explain how diseases can be spread.</li> <li>■ Explain how air, food, and water spread pathogens.</li> </ul>	

- 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><b>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</b></p>
<p>Week 1 (10) Oct 9<sup>th</sup> to 13<sup>th</sup> <b><u>3 Days of Class</u></b> <i>9-10 – Double 10 Holiday</i></p>	<p><b>Introduce the Chapter:</b> Preview Chapter Concepts <b>Week 1</b> <b>Class Orientation/ Introduction about the Topic</b></p> <p><b>Lecture # 1 – Why People Become Ill</b></p> <ul style="list-style-type: none"> <li>• Infectious/ Non-Infectious Disease</li> <li>• Non-Infectious Disease</li> <li>• Chronic and Acute Disease</li> </ul> <p><b>Assignment:</b> 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 16<sup>th</sup> to 20<sup>th</sup></p>	<p><b>Lecture # 2 – Infectious Disease</b> What kinds of Pathogens cause disease? How are pathogens spread? <b>Assignment:</b> Prepare for Quiz No. 1</p>
<p>Week 3 (12) Oct 23<sup>rd</sup> to 27<sup>th</sup></p>	<p><b>Lecture # 3 – Fighting Infectious Diseases</b></p> <ul style="list-style-type: none"> <li>• How does the body fight disease?</li> <li>• How can you avoid disease?</li> </ul>



	<ul style="list-style-type: none"> <li>• How can vaccines protect you against disease?</li> </ul> <b>Activity Worksheets</b>
<p><b>Week 4 (13)</b>  <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b>  <i>1 - All Saint's Day Mass</i></p>	<p><b>Lecture # 4 – Noninfectious diseases</b></p> <ul style="list-style-type: none"> <li>• What are some heart diseases?</li> <li>• What is Cancer?</li> <li>• What are allergies?</li> <li>• What is arthritis?</li> <li>• What is diabetes?</li> <li>• What is asthma?</li> </ul> <p><b>Assignment:</b> 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><b>Week 5 (14)</b>  <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b></p>	<p><b>Quiz No. 2: Lecture # 3 and 4</b>  <b>Lecture # 5 – Staying Well</b></p> <ol style="list-style-type: none"> <li>1. What can you do to stay well”?</li> <li>2. What do you mean by a healthy lifestyle? How can we maintain a healthy lifestyle?</li> </ol> <p><b>Assignment: Read and make a reflection on “Staying Well”/ A4 Paper not less than 10 sentences and not more than 15 sentences.</b></p>
<p><b>Week 6 (15)</b>  <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><b>Hand in Homework:</b> Some short activity about homework  Film viewing  <b>Assignment:</b> Reflection on the film viewing  <b>Activities:</b> Create a Scenario/ Role Play</p>
<p><b>Week 7 (16)</b>  <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b></p>	<p><b>Scenario/ Role Play Presentation</b></p>
<p><b>Week 8 (17)</b>  <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b></p>	<p>CHAPTER REVIEW</p>
<p><b>Week 9 (18)</b>  <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b>  <i>8 - Foundation Day Celebrations</i></p>	<p>Second Quarter Exam/ and or  PPT/ Slides Presentation</p>
<p><b>Week 10 (19)</b>  <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b>  <u><b>3 Days of Class</b></u>  <i>14-15 ~ Q2 Exams</i></p>	<p><b>2nd Quarter Exam Major Subjects</b></p>

**THIRD QUARTER OBJECTIVES**

**EMERGENCIES AND FIRST AID**

- 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 3 <sup>rd</sup> to 5 <sup>th</sup> <u>3 Days of Class</u> <i>4 ~ New Year Mass</i>	<b>Introduce the Chapter:</b> Preview Chapter Concepts Responding to Emergencies Homework/ Activity Worksheet
Week 2 (21) Jan 8 <sup>th</sup> to 12 <sup>th</sup>	<b>Introduction to First-Aid</b>
Week 3 (22) Jan 15 <sup>th</sup> to 19 <sup>th</sup>	<b>QUIZ</b> Universal Precaution First Aid for Common Injuries Homework/ Activity Worksheet
Week 4 (23) Jan 22 <sup>nd</sup> to 26 <sup>th</sup>	<b>Muscles, Bones and Joints Injuries;            Homework/ Activity Worksheet</b> <b>HOMEWORK:</b> Quiz Next Week; Read Common Injuries and Muscles, Bones and Joints Injuries; Bring Triangular Bandage
Week 5 (24) Jan 29 <sup>th</sup> to Feb 2 <sup>nd</sup>	<b>QUIZ</b> Parts of the Triangular Bandage; Use of Triangular
Week 6 (25) Feb 5 <sup>th</sup> to 9 <sup>th</sup> <u>3 Days of Class</u> <i>8-9 ~ CNY</i>	<b>Bandage; Bandaging Techniques</b> <b>Homework/ Activity Worksheet</b>
Feb 8 <sup>th</sup> to 16 <sup>th</sup>	<b>CHINESE NEW YEAR HOLIDAY</b>

COURSE SCHEDULE	
<p><b>Week 7 (26)</b>  <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b>  <i>19 ~ Lenten Mass</i>  <i>21-23 ~ Pre-Exam Days</i></p>	<p><b>Bandage; Bandaging Techniques</b>  <b>Homework/ Activity Worksheet</b></p>
<p><b>Week 8 (27)</b>  <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b>  <u><b>4 Days of Class</b></u>  <i>28 ~ 228 Memorial Day</i>  <i>Holiday</i></p>	<p>Practical Test/ Return Demo of Students by Group  Written Assessment</p>
<p><b>Week 9 (28)</b>  <b>March 4<sup>th</sup> to 8<sup>th</sup></b>  <u><b>4 Days of Class</b></u>  <i>8 ~ Q3 Exams</i></p>	<p>Practical Test/ Return Demo of Students by Group  Written Assessment  <b>Third Quarter Exam</b></p>

### **FOURTH QUARTER OBJECTIVES**

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

- 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 11 <sup>th</sup> to 15 <sup>th</sup> <u>4 Days of Class</u> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	<b>Introduce the Chapter:</b> Preview Chapter Concepts <b>CPR Terminologies</b> <b>News Article: Current Trend in CPR &amp; AED</b> <b>Lecture-Demo: # 1 Adult CPR (Compression – Most Important Skill)</b> <b>Homework:</b> Continue to practice at home, Performance Test next meeting
Week 2 (30) March 18 <sup>th</sup> to 22 <sup>nd</sup> <i>18-21 ~ Fire Drill</i>	<b>Performance Test/ Practice Test</b> <b>Basic Life Support/ CPR</b> <b>Adult CPR</b> <b>HOMEWORK:</b> Quiz Next Week; Read and Study CPR Reading Resources
March 25 <sup>th</sup> to Apr 5 <sup>th</sup>	<b>SPRING/ LENTEN BREAK</b>
Week 3 (31) Apr 8 <sup>th</sup> to 12 <sup>th</sup> <i>10 ~ Easter Mass</i>	<b>QUIZ</b> <b>CPR Skills Practice</b> <b>Homework/ Activity Worksheet</b>
Week 4 (33) Apr 15 <sup>th</sup> to 19 <sup>th</sup>	<b>Child and Infant CPR</b> Read Handouts Practice Child CPR Activities

	Homework: Practice CPR Skills at home for
<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	Performance Test (Adult, Child, Infant CPR)/ CPR Return Demo
<b>Week 6 (35)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Performance Test Activity Worksheet
<b>Week 7 (36)</b> <b>May 6<sup>th</sup> to 10<sup>th</sup></b> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	<b>Fourth Minor Subjects Quarter Exams</b>
<b>Week 8 (37)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <u><b>2 Days of Class</b></u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	<b>Major Subjects Exams</b>
<b>Week 9 (38)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b> <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b>	<p>-----</p> <p>--</p> <p><i>20-24 ~ Student Clearance Days</i></p> <p><i>21 ~ Baccalaureate Mass for Graduating classes</i></p> <p><i>22 &amp; 23 ~ Middle &amp; High School Sports Day</i></p> <p><i>23 ~ Pre-Kindergarten &amp; Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i></p> <p><i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i></p> <p><i>24 ~ Lower School Sports Day</i></p>
<b>Week 10 (39)</b> <b>May 27<sup>th</sup> to 31<sup>st</sup></b> <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b>	<p>-----</p> <p>--</p> <p><i>27 ~ House Culminating Activity</i></p> <p><i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i></p> <p><i>29 ~ Class Party</i></p> <p><i>30 ~ Last Day of School &amp; Report Card Distribution (half day)</i></p> <p><i>31 ~ Teachers/Staff Meeting</i></p>