Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Wellness (9th grade) Quarter 1

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| **PART ONE - *First 3 Weeks*** *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | | |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education/wellness skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (Grade 9) Wellness Standards**  Standard 1: Disease Prevention & Control  *At Level 2, the student will:*  • Describe risk factors and warning signs of cancer, heart disease, hypertension, diabetes and obesity.  • Determine when to seek medical care.  • Research available community health resources.  *At Level 3, the student will:*  • Discuss risk factors associated with an unhealthy lifestyle.  Standard 4: Personal Fitness  *At Level 1, the student will:*  • Review vocabulary (e.g., aerobic, anaerobic, metabolism, target heart rate, warm-up, cool down, F.I.T.T., physical fitness, health-related fitness components, skills-related fitness components).  • List and define the health-related components of fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).  • List and define the skill-related components of fitness (i.e., power, agility, balance, speed, coordination, reaction time).  • Differentiate health-related and skill-related fitness.  ***At Level 2, the student will:***  • Describe the social, mental, emotional and physical benefits of being physically fit.  • Differentiate aerobic and anaerobic exercise and provide examples of each.  • Design a personal fitness plan.  • Compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).  • Examine popular fitness products (e.g., shoes, clothing, equipment, foods, sports drinks, facilities).  • Define and differentiate isometric, isotonic and isokinetic exercises.  • Calculate resting, maximum and target heart rates.  • Recognize and apply proper warm-up and cool-down procedures associated with exercise.  • Differentiate moderate and high intensity exercises and give examples of each.  •Practice skills associated with different cardiovascular activities.  • Examine common injuries associated with exercise.  • Identify the major muscles of the muscular system.  • Identify the bones of the skeletal system.  • Identify the parts of the heart and describe how blood circulates through the heart. | | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students. Content textbook: Glencoe Health. Publisher Glencoe Publishing Co. year, 2009. Author: Mary H Bronson, Ph.D. \*\**   1. Understanding Health and Wellness    1. Chapter 1: The student will acquire the knowledge and skills necessary to make informed decisions regarding well-being.       1. Your total health       2. What affect your health       3. Health risk and your behavior       4. Promoting health and wellness 2. Physical Activity and Fitness    1. Chapter 12: The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.       1. Benefits of physical activity       2. Improving your fitness       3. Planning a personal activity program       4. Fitness safety and avoiding injuries |
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| **PART TWO - *Second 3 Weeks*** *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | | |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education/welness skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (Grade 9) Wellness Standards**  Standard 3: Nutrition  *At Level 1, the student will:*  • Review vocabulary (e.g., nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight).  • Label the categories in the current USDA Food Guide Pyramid.  • Identify eating disorders (e.g., anorexia nervosa, bulimia nervosa, binge eating).  • Compare healthy and unhealthy foods.  *At Level 2, the student will:*  • List and describe the six nutrient classifications.  • Identify the three nutrients that provide the body with energy (i.e., fats, carbohydrates, proteins).  • Examine factors influencing diet.  • Identify food sources for each of the classifications of nutrients.  • Define each eating disorder and the resulting effects on the body .  • Calculate food and energy needs (e.g., caloric need, actual caloric intake and use).  • Design a daily menu that meets the goals of the current USDA Food Guide Pyramid.  • Describe problems associated with popular fad diets.  • Interpret information provided on food labels.  • Recognize and assess the effects of advertisements on food choices.  • Analyze the relationship between food choices and diseases (e.g., obesity, diabetes, elevated cholesterol levels, colon cancer, hypertension, osteoporosis).  • Analyze fast foods and snacks (e.g., fat grams, sugar content, caloric content)  *At Level 3, the student will:*  • Analyze the current recommended daily allowance (RDA) guidelines.  • Establish the connection between saturated fats and cholesterol with heart disease.  • Discuss psychological implications associated with eating disorders.  • Assess food safety and handling procedures. | | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.\*\**   1. Nutrition for Health    1. Chapter 10: The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.       1. The importance of nutrition       2. Nutrients       3. Healthy foods guideline       4. Nutrition labels and foods 2. Managing Weight and Eating Behaviors    1. Chapter 11: The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.       1. Maintaining a healthy weight       2. Body image and eating disorders       3. Life long nutrition |