Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Wellness (9th grade) Quarter 2

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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 4: Personal Fitness  *At Level 1, the student will:*  • List and define the health-related components of fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).  *At Level 2, the student will:*  • 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.  *At Level 3, the student will:*  • Identify biomechanical principles of the health components of fitness. | | ***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. Skeletal, Muscular, and Nervous Systems    1. Chapter 14: The student will understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., skeletal system, muscular system, nervous system).       1. The skeletal system       2. The muscular system       3. The nervous system |
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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/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 4: Personal Fitness  *At Level 1, the student will:*  • Review vocabulary (e.g., aerobic, anaerobic, metabolism).  • List and define the health-related components of fitness (i.e., cardiovascular endurance).  *At Level 2, the student will:*  • Differentiate aerobic and anaerobic exercise and provide examples of each.  • Practice skills associated with different cardiovascular activities.  • Identify the parts of the heart and describe how blood circulates through the heart.  Standard 5: Safety and First Aid  *At Level 1, the student will*  • Review vocabulary (e.g., first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC’s: airway, breathing, circulation, severe bleeding).  • List situations considered to be emergencies (e.g., breathing problems, severe bleeding, broken bone, chest pain).  • Identify the relationship between attitudes and safety behavior.  • Identify safe and unsafe behaviors.  • List guidelines for using 911 (e.g., caller’s name, location, number of victims, condition of victims).  *At Level 2, the student will:*  • Distinguish CPR and rescue breathing.  • Identify signs and symptoms of life-threatening and non-life-threatening situations (e.g.,  stroke, seizures, heart attack, asthma attack, sprains).  • Describe first-aid treatment involved in treating common injuries.  • Role-play first-aid procedures for life threatening and non-life-threatening situations.  • Simulate steps for aiding a choking victim.  • Simulate steps for administering CPR and using an AED.  • Describe ways to avoid being susceptible to exploitation (e.g., internet predators, child pornography, inappropriate physical and/or emotional contact).  • List appropriate and inappropriate usage of technology (internet, cell phones).  • Evaluate the consequences of participating in high-risk behaviors.  • Describe and role-play the relationships among attitudes, behaviors, vulnerability to violence and the prevention of violence.  • Design a disaster plan.  *At Level 3, the student will:*  • Earn certification for First-Aid, CPR and AED.  • Create first-aid kit.  • Create safety infomercials. | | ***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. Cardio, Respiratory, and Digestive Systems    1. Chapter 15: The students will understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., cardiovascular and lymphatic system, respiratory system, digestive system, excretory system).       1. The cardiovascular and lymphatic system       2. The respiratory system       3. The digestive system       4. The excretory system 2. First Aid and Emergences    1. Chapter 27: The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.       1. Providing first Aid       2. CPR and first aid for shock and choking       3. Responding to other common emergencies       4. Emergency preparedness |