Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Wellness (9th grade) Quarter 3

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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 7: Substance Use and Abuse*At Level 1, the student will:*• Review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse, OTC, prescription, drug interaction, tar, nicotine, carbon monoxide, co-dependency, enabling).• Distinguish between over-the-counter and prescription drugs.• List reasons individuals might use tobacco products and alcohol. • Describe behaviors and practice refusal skills necessary to resist peer pressure. • Identify consequences of substance misuse (e.g., legal, physical, social, emotional).*At Level 2, the student will:*• Discuss legal issues of buying and consuming tobacco. • Describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use. • Identify smokeless tobacco products and their effects (e.g. cancer, gingivitis, tooth decay, discoloration of teeth). • Discuss effects of secondhand smoke. • Discuss media influences on tobacco and substance use. • List the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs). • Discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).*At Level 3, the student will:*• Identify programs designed to treat alcoholism and substance abuse. • Debate laws relative to alcohol, tobacco, and other chemical substances. | ***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. Medicines and Drugs
	1. Chapter 19: The student will differentiate appropriate and inappropriate use of chemical substances.
		1. The role of medicines
		2. Using medicines
		3. Using medicines safely
2. Tobacco
	1. Chapter 20: The student will differentiate appropriate and inappropriate use of chemical substances.
		1. The health risk of tobacco use
		2. Choosing to live tobacco-free
		3. Promoting a smoke-free environment
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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 7: Substance Use and Abuse*At Level 1, the student will:*• Review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse, OTC, prescription, steroids, drug interaction, tar, nicotine, carbon monoxide, blood alcohol level, co-dependency, enabling).• Distinguish between over-the-counter and prescription drugs.• List reasons individuals might use alcohol. • Describe behaviors and practice refusal skills necessary to resist peer pressure. • Identify consequences of substance misuse (e.g., legal, physical, social, emotional).*At Level 2, the student will:*• Discuss legal issues of buying and consuming alcohol• Explain the effects of chemical substances on behavior (e.g., alcohol, prescription medication, methamphetamine, gasoline, paint, glue, aerosols). • Describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use. • List effects of alcoholism (e.g., physical, social, economic). • Discuss media influences on alcohol and substance use. • List the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs). • Discuss and explain harmful effects of methamphetamine on individuals and society (e.g., families, socioeconomic impact, health, environment, government funding). • Discuss risks associated with alcohol consumption (e.g., DWI, DUI, riding with an impaired driver, cirrhosis, alcohol poisoning, underage drinking, sexual activity). • Discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).*At Level 3, the student will:*• Identify programs designed to treat alcoholism and substance abuse. • Debate laws relative to alcohol and other chemical substances. | ***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. Alcohol
	1. Chapter 21: The student will differentiate appropriate and inappropriate use of chemical substances.
		1. The health risk of alcohol
		2. Choosing to live alcohol-free
		3. The impact of alcohol abuse
2. Illegal Drugs
	1. Chapter 22: The student will differentiate appropriate and inappropriate use of chemical substances.
		1. The health risk of drug use
		2. Marijuana, inhalants, and steroids
		3. Psychoactive drugs
		4. Living drug-free
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