Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Wellness (9th grade) Quarter 4

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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 1, the student will:*• Review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STI, HIV/AIDS).• List common communicable and non-communicable diseases. • Describe behaviors and preventative measures to control the spread of communicable disease.*At Level 2, the student will:*• List and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).• Describe how a person can protect himself/herself against the spread of pathogens. • Differentiate the symptoms of the common cold, allergies and the flu. • Identify modes of transmission, signs and symptoms and treatment of STIs. • Discuss healthy behaviors for avoiding STIs.• Differentiate HIV and AIDS. • 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. • Describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).*At Level 3, the student will:*• Define immune system, T-cells, B-cells and antibodies. • Outline the immune system’s response to a pathogen. • Categorize STIs as bacterial, parasitic or viral pathogens. • Discuss risk factors associated with an unhealthy lifestyle. • Discuss the effects of STIs on total wellness.Standard 6: Sexuality and Family Life*At Level 1, the student will:*• Review vocabulary (e.g., abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment).• Examine the positive outcomes pertaining to abstinence. • List and discuss different family structures. • Recognize the effects of media and marketing in forming attitudes toward sexual activity.*At Level 2, the student will:*• Recognize that abstinence from all sexual activity is the healthiest choice. • Discuss reasons for abstaining from all sexual activity. • Provide examples of positive peer pressure and negative peer pressure and manipulation. • Practice refusal skills using verbal and nonverbal tactics. • Research teen pregnancy statistics and issues. • Define contraception. • Identify and discuss contraceptive methods. • Identify causes, modes of transmission, treatment and prevention measures associated with STIs, including HIV/AIDS.*At Level 3, the student will:*• Discuss the process of heredity relative to human reproduction. • Discuss the future of genetics and its influence on reproduction. | ***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. Communicable Diseases
	1. Chapter 23: The student will identify the cause, signs and symptoms, treatments and prevention of communicable and non-communicable disease related to total wellness and health maintenance.
		1. Understanding communicable diseases
		2. Common communicable diseases
		3. Fighting communicable diseases
		4. Emerging diseases and pandemics
2. Sexually Transmitted Disease and HIV/AIDS
	1. Chapter 24: The student will identify the cause, signs and symptoms, treatments and prevention of communicable and non-communicable disease related to total wellness and health maintenance.
		1. Sexually transmitted diseases
		2. Preventing and treating STD’s
		3. HIV/AIDS
		4. Preventing and treating HIV/AIDS
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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 1: Disease Prevention & Control*At Level 1, the student will:*• Review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STI, HIV/AIDS).• List common communicable and non-communicable diseases. • Describe behaviors and preventative measures to control the spread of communicable disease.*At Level 2, the student will:*• List and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).• Describe how a person can protect himself/herself against the spread of pathogens. • Differentiate the symptoms of the common cold, allergies and the flu. • Identify modes of transmission, signs and symptoms and treatment of STIs. • Discuss healthy behaviors for avoiding STIs.• Differentiate HIV and AIDS. • 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. • Describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).*At Level 3, the student will:*• Define immune system, T-cells, B-cells and antibodies. • Outline the immune system’s response to a pathogen. • Categorize STIs as bacterial, parasitic or viral pathogens. • Discuss risk factors associated with an unhealthy lifestyle. • Discuss the effects of STIs on total wellness.Standard 6: Sexuality and Family Life*At Level 1, the student will:*• Review vocabulary (e.g., abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment).• Examine the positive outcomes pertaining to abstinence. • List and discuss different family structures. • Recognize the effects of media and marketing in forming attitudes toward sexual activity.*At Level 2, the student will:*• Recognize that abstinence from all sexual activity is the healthiest choice. • Discuss reasons for abstaining from all sexual activity. • Provide examples of positive peer pressure and negative peer pressure and manipulation. • Practice refusal skills using verbal and nonverbal tactics. • Research teen pregnancy statistics and issues. • Define contraception. • Identify and discuss contraceptive methods. • Identify causes, modes of transmission, treatment and prevention measures associated with STIs, including HIV/AIDS.*At Level 3, the student will:*• Discuss the process of heredity relative to human reproduction. • Discuss the future of genetics and its influence on reproduction.Standard 2: Mental, Emotional and Social Health*At Level 1, the student will:*• Review vocabulary (e.g., self-esteem, self-concept, personality, defense mechanism, stressor, stress).• Define mental, emotional and social health. • List characteristics of good mental, emotional and social health. • Identify various emotions. • List personal stressors. • List warning signs for suicide.• Distinguish positive and negative ways to resolve interpersonal conflicts. *At Level 2, the student will:*• Explain Maslow’s Hierarchy of Needs.• Identify characteristics of positive support groups. • Examine the effects of various emotions on the mind and body. • List factors that shape personality. • Examine ways to develop a positive self-concept and self-esteem. • Explain the contributions of heredity, environment and personal behavior to the development of an individual’s personality. • Discuss signs, symptoms and treatment for depression. • Describe the fight or flight response. • Describe personal stress management techniques. • Identify the stages of grief. • Practice strategies to follow during conflict resolution. • Identify and demonstrate suicide prevention communication skills. • List resources for mental health assistance.*At Level 3, the student will:*• Design a plan to improve self-concept. • Discuss the physiological changes, which occur during the fight or flight response. • Explain how defense mechanisms are used to deal with stressful situations. • Participate in peer mediation. | ***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. Non-communicable Diseases
	1. Chapter 25: The student will identify the cause, signs and symptoms, treatments and prevention of communicable and non-communicable disease related to total wellness and health maintenance.
		1. Cardiovascular Disease
		2. Cancer
		3. Allergies, asthma, diabetes, and arthritis
2. Mental and Emotional Problems
	1. Chapter 5: The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.
		1. Dealing with anxiety and depression
		2. Mental disorders
		3. Suicide prevention
		4. Getting help
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