# YEAR AT A GLANCE

## Student Learning Outcomes by Marking Period

### 2017-2018

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>Overarching/general themes</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):</th>
</tr>
</thead>
</table>
| **Marking Period Starts:** 9/7/17 | Unit: Healthy Balance  
Unit Title: Nutrition Education and Physical Activity  
Unit Skills: Goal Setting | **Content/skill SWBAT statement (corresponding standards):**  
- Explain the importance of being physically active throughout your life (NHES 7.8.1)  
  *MM A Winning Team Lesson 1, or Planet Health Lesson 9, or PE Microunit 1*  
- Reflect on and assess your eating habits and level of daily physical activity (NHES 6.8.1)  
  *MM A Winning Team Lesson 3,4 or Planet Health Lesson 1*  
- Identify food requirements for activities requiring moderate to vigorous physical activity and determine which foods would be the best choices (8.GM.K4, NHES 6.8.3)  
  *MM A Winning Team Lesson 4, or Planet Health Lesson 3,4,10,24, or PE Microunit 8*  
- Develop clear and realistic physical activity goals (8.GM.S3, NHES 6.8.2)  
  *MM A Winning Team Lesson 4,11, or Planet Health Lesson 8, or PE Microunit 4-7* |

| **Suggested Completion Date:** 10/27/17 | Unit: Healthy Body/Safe Body  
Unit Title: Stay Safe in the Sun  
Unit Skills: Decision Making | **Content/skill SWBAT statement (corresponding standards):**  
- Describe ways to protect yourself from powerful UV rays (8.DM.S4, NHES 1.8.3) |

| **Suggested Completion Date:** 11/9/17 | Unit: Healthy Body/Safe Body  
Unit Title: Stay Safe in the Sun  
Unit Skills: Decision Making | |

**First Marking Period Ends:** 11/9/17

Assessments During This Period: Michigan Model for Health A Winning Team: Healthy Eating and Physical Activity Assessments; Planet Health - Do you Make Space for Fitness and Nutrition, A Student Self-Assessment
## SECOND TERM

**Marking Period Starts:** 11/13/17  
**Second Marking Period Ends:** 1/26/18

### Unit: Healthy Body/Safe Body

**Unit Title:** Sexual Health Education  
**Unit Skills:** Analyzing Influences, Accessing Resources, Interpersonal Communication, Decision Making, Goal Setting

**To Demonstrate Proficiency by the End of the Quarter Students Will....** (with eligible content references):

<table>
<thead>
<tr>
<th>Textual References</th>
<th>Content/skill SWBAT statement (corresponding standards):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Identify barriers to achieving personal goals and strategies for overcoming them (8.GM.S2, NSES SH.8.GS.1) <strong>PREP Learning Area 1,12 or Making Proud Choices Lesson 1</strong></td>
</tr>
<tr>
<td></td>
<td>- Identify accurate and credible sources of information about sexual health (8.AR.S1, NSES AP.8.AI.1) <strong>PREP Learning Area 2,5,8 or Making Proud Choices Lessons 2,5</strong></td>
</tr>
<tr>
<td></td>
<td>- Demonstrate communication skills that foster healthy relationships (8.IC.S1, NSES HR.8.IC.1) <strong>PREP Learning Area 3,4,7 or Making Proud Choices Lessons 1,4</strong></td>
</tr>
<tr>
<td></td>
<td>- Demonstrate the use of a decision-making model (8.DM.S1, NSES PD.8.DM.1) <strong>PREP Learning Area 4,8 or Making Proud Choices Lessons 1,5</strong></td>
</tr>
<tr>
<td></td>
<td>- Explain the health benefits, risks, and effectiveness rates of various methods of contraception including abstinence and condoms (8.AI.K4, NSES PR.8.CC.3) <strong>PREP Learning Area 5 or Making Proud Choices Lesson 2</strong></td>
</tr>
<tr>
<td></td>
<td>- Develop a plan to eliminate or reduce risk for STDs, including HIV (8.HA.S2, NSES SH.8.GS.1) <strong>PREP Learning Area 6 or Making Proud Choices Lesson 3</strong></td>
</tr>
</tbody>
</table>

**Assessments During This Period:** Use PREP Curriculum; Making Proud Choices Curriculum Pre/Post Assessment, or Rights, Respect, Responsibility Curriculum Pre/Post Assessment
<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>Overarching/general themes</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):</th>
</tr>
</thead>
</table>
| 1st Marking Period Starts: 1/29/18 | Unit: Healthy Body/Safe Body  
Unit Title: Sexual Health Education (continued)  
Unit Skills: Analyzing Influences, Accessing Resources, Interpersonal Communication, Decision Making, Goal Setting | Content/skill SWBAT statement (corresponding standards):  
- Describe the steps to using a condom correctly (8.GM.K2c, NSES SH.8.SM.1)  
  *PREP Learning Area 6,7 or Making Proud Choices Lessons 3,4*  
- Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV (NSES SH.8.IC.1)  
  *PREP Learning Area 8,10 or Making Proud Choices Lessons 5,7*  
- Identify medically-accurate information about STDs, including HIV (8.HA.K2b, NSES SH.8.AI.1)  
  *PREP Learning Area 8 or Making Proud Choices Lesson 5*  
- Demonstrate skills to communicate with a partner about STD and HIV prevention and testing (8.IC.S1, NSES SH.12.DM.1)  
  *PREP Learning Area 8,10,11 or Making Proud Choices Lessons 5,7,8*  
- Describe how career goals can vary with changing circumstances, priorities, and responsibilities, e.g. like having a baby as a young person (8.GM.S2, NHES 6.8.2)  
  *PREP Learning Area 1,12*  
- Demonstrate ways to treat others with dignity and respect (8.IC.K1a, NSES PS.8.SM.1)  
  *PREP or Making Proud Choices supplemental lesson with Boston GLASS* |
| Third Marking Period Ends: 4/13/18 |  |

Assessments During This Period: Use PREP Curriculum; Making Proud Choices Curriculum Pre/Post Assessment, or Rights, Respect, Responsibility Curriculum Pre/Post Assessment
<table>
<thead>
<tr>
<th>FOURTH TERM</th>
<th>Overarching/general themes</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):</th>
</tr>
</thead>
</table>
| Marking Period Starts: 4/23/18 | Unit: Healthy Lifestyle  
Unit Title: Alcohol, Tobacco, and Other Drug Prevention  
Unit Skills: Analyzing Influences, Decision Making, Health Advocacy | Content/skill SWBAT statement (corresponding standards):  
- Identify and locate reliable sources of information and assistance for drug-related issues (NHES 3.8.5) *MM ATOD Lesson 1,4*  
- Recognize and examine the influences that promote alcohol, tobacco, and other drug use in young people (8.AI.S3, NHES 2.8.3) *MM ATOD Lesson 2,3*  
- Demonstrate decision making skills to effectively refuse tobacco products (8.DM.S1, NHES 5.8.2) *MM TP Lesson 4*  
- Examine the potential health, social, and legal consequences of alcohol, tobacco, and other drug use, including drunk driving and gang pressure (8.AI.K3b, NHES 1.8.9) *MM ATOD Lesson 4,6*  
- Apply knowledge and skills in promoting drug-free messages to your peers (NHES 8.8.2) *MM ATOD Lesson 13* |
| Fourth Marking Period Ends: 6/20/18 | | |

Assessments During This Period: Teacher Assessment Checklists and Rubrics embedded throughout the Michigan Model for Health: The Power is Yours to be Tobacco Free and Stay Drug Free Today for a Successful Tomorrow