

DEPARTMENT NAME :  
Health and Wellness  
Health Education

GRADE LEVEL: 7

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
**2017-2018**

FIRST TERM		
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 9/7/17  Suggested Completion Date: 10/6/17	Unit: Healthy Lifestyle  Unit Title: Alcohol, Tobacco, and Other Drug Prevention  Unit Skills: Analyzing Influences, Interpersonal Communication	<b>Content/skill SWBAT statement (corresponding standards):</b> <ul style="list-style-type: none"> <li>Analyze how tobacco products negatively impacts self and others (7.DM.S3, NHES 5.8.5) <i>MM TP Lesson 1,2</i></li> <li>Evaluate social factors, including advertising, that may influence youth to use alcohol, tobacco, and other drugs (7.AI.S1, NHES 2.8.5) <i>MM TP Lesson 2, MM ATOD Lesson 2</i></li> <li>Identify ways peers, school, and community can influence tobacco, alcohol, and other drug use (7.AI.S2, NHES 2.8.4) <i>MM ATOD Lesson 3</i></li> <li>Demonstrate refusal skills to avoid or combat peer pressure to use tobacco (7.IC.S4, NHES 4.8.2) <i>MM TP Lesson 4</i></li> </ul>
Suggested Completion Date: 11/9/17	Unit: Healthy Body/Safe Body  Unit Title: First Aid and Safety  Unit Skills: Goal Setting	<b>Content/skill SWBAT statement (corresponding standards):</b> <ul style="list-style-type: none"> <li>Demonstrate how to make safe choices in emergency and first aid situations (7.HA.S1, NHES 6.8.1)</li> <li>Identify the knowledge and skills needed to safely and responsibly care for infants and small children (7.GM.K2, NHES 6.8.1)</li> <li>Teach others to respond appropriately to an emergency situation (7.HA.S1, NHES 8.8.2)</li> </ul>
First Marking Period Ends: 11/9/17  Assessments During This Period: Teacher Observation; Michigan Model for Health: Tobacco Prevention and Stay Drug Free Today for a Successful Tomorrow Assessment Checklists and Rubrics		

DEPARTMENT NAME :  
Health and Wellness  
Health Education

GRADE LEVEL: 7

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
**2017-2018**

SECOND TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 11/13/17          Suggested Completion Date: 1/26/18	Unit: Healthy Mind  Unit Title: Social and Emotional Health  Health Education Skills: Accessing Resources, Interpersonal Communication  SEL Skills: Self-Awareness, Social Relations	<b>Content/skill SWBAT statement (corresponding standards):</b> <ul style="list-style-type: none"> <li>• Identify signs and symptoms of common mental health issues, e.g. anxiety, stress, depression, addiction (7.AR.K2a)</li> <li>• Find reliable resources, including on-line, school and community, that provide valid information about mental and emotional health and wellbeing (7.AR.S2, NHES 3.8.5)</li> <li>• Describe effective strategies that reduce stress and promote emotional wellbeing (7.IC.K1b)</li> <li>• Identify people you can trust for help if/when needed (7.AR.K2b, NHES 3.8.4)</li> <li>• Apply effective verbal and nonverbal communication skills to express feelings in an appropriate way (7.IC.S1, NHES 4.8.1)</li> </ul>
Second Marking Period Ends: 1/26/18  Assessments During This Period: Teacher Observation; Michigan Model for Health: Safe and Sound for Life : Social & Emotional Health Assessment Checklists and Rubrics		

DEPARTMENT NAME :  
Health and Wellness  
Health Education

GRADE LEVEL: 7

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
**2017-2018**

THIRD TERM		
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 1/29/18          Suggested Completion Date: 4/13/18	Unit: Healthy Body/Safe Body  Unit Title: Sexual Health Education  Unit Skills: Accessing Resources, Interpersonal Communication, Health Advocacy	<p><u>Use the <i>Rights, Respect, Responsibility</i> curriculum for this unit.</u></p> <p><b>Content/skill SWBAT statement (corresponding standards):</b></p> <ul style="list-style-type: none"> <li>• Help to create a safe, supportive, and respectful learning environment to share thoughts, feelings, and information about sexual health</li> <li>• Understand the basics of reproduction (NSES PR.5.CC.1)</li> <li>• Differentiate between gender identity, gender expression, and sexual orientation (NSES ID.8.CC.1)</li> <li>• Characterize traits of a healthy and unhealthy relationship and recognize the impact of power differences (NSES HR.8.CC.1)</li> <li>• Analyze the impact of technology and social media on friendships and relationships (7.HA.S2, NSES HR.8.INF.2)</li> <li>• Describe strategies to use social media safely, legally, and respectfully (7.HA.K2a, NSES HR.8.SM.2)</li> <li>• Apply effective communication skills to address conflicts within dating relationships (7.IC.S2, NSES HR.8.IC.2)</li> <li>• Demonstrate an understanding of how to use decision-making skills in a sexual relationship (7.GM.S2, NSES RP.8.DM.1)</li> <li>• Identify categories of sexually transmitted diseases (STDs), including HIV/AIDS, and local resources to prevent or avoid them (7.AR.K5a, NSES SH.8.CC.1)</li> </ul>
Third Marking Period Ends: 4/13/18 Assessments During This Period: Teacher Observation and Checklists; Rights, Respect, Responsibility Curriculum Pre/Post Assessments		

DEPARTMENT NAME:  
Health and Wellness  
Health Education

GRADE LEVEL: 7

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
**2017-2018**

FOURTH TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 4/23/18          Suggested Completion Date: 6/20/18	Unit: Healthy Balance  Unit Title: Nutrition Education and Physical Activity  Unit Skills: Analyzing Influences, Accessing Resources, Decision Making	<b>Content/skill SWBAT statement (corresponding standards):</b> <ul style="list-style-type: none"> <li>Identify the components of a food label and ways to use that information to make informed decisions (7.DM.K2b, NHES 5.8.6) <i>MM A Winning Team Lesson 6,7, or Planet Health Lesson 22</i></li> <li>Describe functions of key nutrients and their relationship to good health and disease prevention (7.DM.K2a) <i>MM A Winning Team Lesson 1,3, or Planet Health Lesson 3,20,21</i></li> <li>Analyze the foods you eat and eating patterns to determine whether you are getting adequate daily nutrition (7.AI.S3, NHES 1.8.1) <i>MM A Winning Team Lesson 3, or Planet Health Lesson 13</i></li> <li>Analyze the influence of technology on individual and family eating patterns (7.AI.S3, NHES 2.8.6) <i>MM A Winning Team Lesson 5, or Planet Health lesson 34</i></li> <li>Choose healthy options when planning and preparing meals (7.DM.S2, NHES 5.8.6) <i>MM A Winning Team Lesson 3, or Planet Health Lesson 10,11,19,22</i></li> <li>Create a personalized fitness plan (7.AR.S3, NHES 3.8.4) <i>MM A Winning Team Lesson 10,11, or Planet Health Lesson 11, or PE Microunit 16</i></li> <li>Identify signs where an adolescent may need to seek professional help for weight management (7.AR.S3, NHES 3.8.4) <i>MM A Winning Team Lesson 10,11, or Planet Health Lesson 11, or PE Microunit 16</i></li> </ul>
Fourth Marking Period Ends: 6/20/18  Assessments During This Period: Michigan Model for Health: A Winning Team: Healthy Eating and Physical Activity Student Self-Assessment; Planet Health - Do you Make Space for Fitness and Nutrition, A Student Self-Assessment		