

DEPARTMENT NAME :
Health and Wellness
Health Education
GRADE LEVEL: 9

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

FIRST 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: 9/7/17 Suggested Completion Date: 11/9/17	Unit: Healthy Balance Unit Title: Nutrition Education and Physical Activity Unit Skills: Accessing Resources, Goal Setting	Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> • Locate resources from home, school, and community that provide valid information about nutrition and physical wellness (9.AR.S6, NHES 3.12.2) <i>MM Unit 3 NPA Lesson 1,2</i> • Identify resources for adolescents to pursue nutrition and fitness in healthy ways, including weight management, eating patterns, and positive body image (9.AR.K7c, NHES 3.12.5) <i>MM Unit 3 NPA Lesson 1,2</i> • Distinguish between healthy and unhealthy ways to manage weight (9.AR.K7b, NHES 1.12.1) <i>MM Unit 3 NPA Lesson 2</i> • Assess one’s personal preferences regarding healthy eating and physical activity (9.AI.K7a, NHES 6.12.1) <i>MM Unit 3 NPA Lesson 6, 7, 9</i> • Assess personal barriers to healthy eating and physical activity, including school, community, and culture (9.AI.S5/S6, NHES 6.12.1) <i>MM Unit 3 NPA Lesson 7, 9</i> • Predict the health benefits of being physically active, both short and long term implications (9.DM.S1, NHES 5.12.7) <i>MM Unit 3 NPA Lesson 8</i> • Develop a personal plan for improving nutrition and increasing physical activities that reduce the risk of disease (9.GM.S1, NHES 6.12.4) <i>MM Unit 3 NPA Lesson 9</i>
First Marking Period Ends: 11/9/17 Assessments During This Period: Michigan Model for Health: Maximizing the Benefits – Nutrition Recommendations: Self-Assessment Checklist and Rubric, Peer Assessment Checklist, Analytic Assessment Rubric; Balancing Nutrition and Physical Activity: Self-Assessment Checklist and Rubric, Analytic Assessment Rubric; Goal Setting Self-Assessment Checklist and Rubric, Assessment Checklist and Rubric Goal Setting		

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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: 12/21/17	Unit: Healthy Body/Safe Body Unit Title: Sexual Health Education Unit Skills: Analyzing Influences, Interpersonal Communication	<u>Use <i>Get Real: High School</i> curriculum or <i>Rights, Respect, Responsibility (3Rs)</i> curriculum for this unit.</u> Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> • Describe at least three characteristics of healthy and unhealthy/emotionally abusive relationships (NSES HR.12.CC.1) <i>Get Real Lesson 9, 3Rs Lesson 1</i> • Compare the advantages and disadvantages of abstinence and other contraceptive methods (9.GM.K1b, NSES PR.12.CC.1) <i>Get Real Lesson 3 or 3Rs Lesson 11</i> • Identify degrees of sexual behaviors that put people at risk for contracting HIV (9.AI.K4b, NSES SH.12.AI.2) <i>Get Real Lesson 4,5,8 or 3Rs Lesson 8, 10</i> • Define the concept of consent (9.AI.K1a, NSES HR.12.CC.3) <i>Get Real Lesson 6 or 3Rs Lesson 7</i> • Demonstrate body language and strategies for effectively saying ‘no’ (9.IC.S1, NSES HR.12.IC.2) <i>Get Real Lesson 6,7 or 3Rs Lesson 2</i> • Differentiate between biological sex, sexual orientation, gender identity and gender expression (9.IC.K2a, NSES ID.12.CC.1) <i>Get Real Lesson 10 or 3Rs Lesson 4, 5</i> • Use skills to communicate effectively with family, friends and trusted adults about personal identity development (9.IC.S1) <i>Get Real Lesson 2,10 or 3Rs Lesson 2, 4, 5</i>
Suggested Completion Date: 1/26/18	Unit: Healthy Mind Unit Title: Social and Emotional Health Health Education Skills: Self-Management, Health Advocacy SEL Skills: Self-Awareness, Self-Management, Social Relations	Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> • Distinguish between flirting and sexual harassment (9.HA.K1a, NSES HR.12.CC.1) <i>MM Unit 2 SE Lesson 8</i> • Identify and understand laws that govern sexual harassment and date/acquaintance rape (9.HA.K1b, NSES PS.12.CC.2) • Advocate to improve personal, family, and community sexual violence prevention (9.HA.S1, NSES PS.12.ADV.1) • Identify the health consequences and social implications of domestic violence (9.HA.K3b) <i>MM Unit 2 SE Lesson 9</i> • Apply strategies to access and get help for self or others (9.AR.K3a, NSES PS.12.AI.2) <i>MM Unit 2 SE Lesson 10</i>
Second Marking Period Ends: 1/26/18 Assessments During This Period: Get Real Unit Test and Final Assessment; Rights, Respect Responsibility (3Rs) Pre/Post Assessments; Michigan Model for Health: Bullying - Self-Assessment Rubric, Assessment Rubric; Media Campaign Against Abuse - Self-Assessment Checklist and Rubric, Peer Assessment Checklist, Assessment Checklist and Rubric		

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THIRD 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: 1/29/18 Suggested Completion Date: 3/2/18	Unit: Healthy Mind Unit Title: Social and Emotional Health (continued) Health Education Skills: Accessing Resources SEL Skills: Self-Management, Decision Making	Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> • Find reliable resources, including on-line, school and community, that provide valid information about mental and emotional health and wellbeing (9.AR.S4, NHES 3.12.5) • Describe effective strategies that reduce stress and promote emotional wellbeing (9.AR.K5a) • Identify common mental health disorders and appropriate treatments available in the community (9.AR.K5c) • Determine when professional medical advice and/or services may be required (9.AR.S2, NHES 3.12.4) • Demonstrate what to ask when seeking medical advice and/or services (9.IC.S4, NHES 4.12.4) <i>MM Unit 6 PHW Lesson 5</i>
Suggested Completion Date: 4/13/18	Unit: Healthy Body/Safe Body Unit Title: First Aid and Safety Unit Skills: Goal Setting	Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> • Demonstrate appropriate first-aid and CPR techniques (9.GM.K1a, NHES 6.12.1) • Identify the knowledge and skills needed to safely and responsibly care for infants and small children (9.GM.K1a, NHES 6.12.1) • Use knowledge and skills gained to respond effectively to an emergency situation (9.GM.S1, NHES 6.12.1)
Third Marking Period Ends: 4/13/18 Assessments During This Period: American Red Cross First Aid & CPR certification		

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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 Lifestyle Unit Title: Alcohol, Tobacco, and Other Drug Prevention Unit Skills: Analyzing Influences, Goal Setting, Health Advocacy	Content/skill SWBAT statement (corresponding standards): <ul style="list-style-type: none"> Analyze internal and external influences that affect our decisions about using tobacco, alcohol, and other drugs (9.AI.S1, NHES 2.12.3) <i>MM Unit 5 ATOD Lesson 3</i> Advocate for ways young people can promote a drug-free environment (9.HA.S1, NHES 8.12.4) <i>MM Unit 5 ATOD Lesson 9</i> Develop a plan and present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth (9.GM.S2, NHES 6.12.2) <i>MM Unit 5 ATOD Lesson 9</i> Demonstrate skills to avoid tobacco exposure and resist using alcohol, tobacco and other drugs (9.IC.S3, NHES 7.12.3) <i>MM Unit 5 ATOD Lesson 10</i> Apply strategies to access services and get help for self or others (9.AR.S4, NHES 3.12.4) <i>MM Unit 5 ATOD Lesson 10</i>
Fourth Marking Period Ends: 6/20/18 Assessments During This Period: Michigan Model for Health: Accessing Information to Find Help – Peer Assessment Checklist, Self-Assessment Checklist and Rubric; Assessment Checklist and Rubric; Assertive Communication – Self-Assessment Checklist and Rubric, Peer Assessment Checklist; Asking Effective Questions – Self-Assessment Checklist and Rubric, Peer Assessment Checklist, Refusal Skills – Self-Assessment Checklist and Rubric, Peer Assessment Checklist		