

7th Grade Health Education Scope and Sequence

Unit	Instructional Focus	State Standard (MSDE Health Standards)	Suggested Number of Days
Introduction	Introduction to Health Education: <ul style="list-style-type: none"> Course Introduction 		1
1	Mental and Emotional Health <ul style="list-style-type: none"> Wellness and Goal Setting Self-Esteem Conflict Resolution Unit Performance Assessment 	1a	4
2	Substance Abuse and Control <ul style="list-style-type: none"> Effects of Alcohol on the Body and Brain Effects of Marijuana on the Body and Brain Media Influences Refusal Skills Advocate for Substance Free Environment Performance Assessment 	1b	5
3	Disease Prevention and Control <ul style="list-style-type: none"> Cardiovascular Diseases Controllable and Uncontrollable Risk Factors STIs 	1f	3
4	Safety and Violence Prevention <ul style="list-style-type: none"> Consent (HB 251 of 2018) Sexual Abuse and Assault (HB 72 of 2016) 	1d	3
5	Family Life and Human Sexuality <ul style="list-style-type: none"> Reproductive Systems, Menstruation, Fertilization and Ovulation Abstinence and Contraception Gender Identity, Gender Expression and Respect Abstinence and Contraceptives 	1c	4
	Final Exam Review		1
	Grade Seven End Of Course		1



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	Assessment		
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Common core Standards Addressed throughout the Course:

Mathematical Practices

- M.1 - Make sense of problems and persevere in solving them.
- M.2.- Reason abstractly and quantitatively.
- M.3.- Construct viable arguments and critique the reasoning of others.
- M.4.- Model with mathematics.

Reading Standards:

- 7. RIT.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards:

- 7.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking and Listening Standards:

- 7.SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.