Michigan Health

3-5

CONTENT REQUIRED BY STATE LAW 1

2 **Social Awareness, Relationship, and Communication Skills: Enhance relationships, personal health, and the health of others through social awareness and effective communication.** 1.2

SU. Substance Use and Misuse 5.2.SU

1 Distinguish between the use and misuse of drugs (legal and illegal) and identify potential short- and long-term effects on the body. 5.2.SU.1

3 **Information and Resource Seeking Access, evaluate, and use valid and reliable health information, products, services, and related resources.** 1.3

SE. Sex Education 5.3.SE

1 Define communicable diseases, including Human Immunodeficiency Virus (HIV), and identify how they are and are not transmitted. 5.3.SE.1

GENERAL HEALTH EDUCATION CONTENT 2

1 **Self-Awareness and Analyzing Influences Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences affect health behavior and outcomes.** 2.1

MEH. Mental and Emotional Health 5.1.MEH

1 Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. 5.1.MEH.1

2 Describe personal interests and the skills needed to pursue those interests in ways that support individual growth. 5.1.MEH.2

3 Identify personal strengths and opportunities for growth and improvement in various contexts. 5.1.MEH.3

4 Describe how peers, media, family, society, community, and culture can influence ideas about body image and the impact on selfesteem and behaviors. 5.1.MEH.4

5 Demonstrate how social media and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). 5.1.MEH.5

2 **Social Awareness, Relationship, and Communication Skills: Enhance relationships, personal health, and the health of others through social awareness and effective communication.** 2.2

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MEH. Mental and Emotional Health 5.2.MEH

1. Demonstrate an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in other cultures. 5.2.MEH.1
2. Identify people who are trusted adults in various settings. 5.2.MEH.2
3. Explain the importance of talking with parents, guardians, family, friends, and/or trusted adults about feelings and emotions. 5.2.MEH.3
4. Demonstrate how to ask for assistance with mental health questions, issues, or concerns (e.g., challenges with friends, feeling anxious). 5.2.MEH.4
5. Define stigma and demonstrate how to discuss mental health and mental health conditions in ways that reduce stigma. 5.2.MEH.5
6. Identify signs and symptoms of mental distress in self and others, and how to get help. 5.2.MEH.6

HR. Healthy Relationships 5.2.HR

1. Identify characteristics of supportive relationships with a variety of individuals (e.g., family, peers, trusted adults, teachers). 5.2.HR.1
2. Define and demonstrate ways to determine and respect the boundaries of self and others. 5.2.HR.2
3. Demonstrate strategies for addressing one's feelings and the feelings and perspectives of others to support positive relationships. 5.2.HR.3
4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence. 5.2.HR.4
5. Identify and respond to bullying, including practicing supportive bystander behaviors, in various settings. 5.2.HR.5
6. Identify and practice assertive and nonviolent communication skills. 5.2.HR.6
7. Identify and practice conflict prevention, management, and resolution strategies. 5.2.HR.7
8. Describe how personal experiences, peers, family, media, society, community, and culture influence the ways people interact in relationships and social situations. 5.2.HR.8
9. Describe how stereotypes, perceived stereotypes, and prejudice can affect relationships, and demonstrate strategies to address these factors. 5.2.HR.9

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BEPA. Balanced Eating and Physical Activity 5.2.BEPA

1 Demonstrate respectful interactions with others when participating in physical activity (e.g., at recess). 5.2.BEPA.1

2 Identify and describe social benefits gained from participating in physical activity. 5.2.BEPA.2

3 Identify opportunities and safe places for activity outside of school. 5.2.BEPA.3

4 Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health. 5.2.BEPA.4

SU. Substance Use and Misuse 5.2.SU

1 Distinguish between the use and misuse of drugs (legal and illegal) and identify potential short- and long-term effects on the body. 5.2.SU.1

2 Identify potential reasons why people might use legal and illegal drugs, such as media, peer pressure, stress, or cultural factors. 5.2.SU.2

3 Discuss health-promoting strategies to prevent illegal drug use and unsafe or potentially harmful use of illegal drugs. 5.2.SU.3

4 Analyze data about youth substance use to emphasize positive social norms (e.g., most youth are not vaping). 5.2.SU.4

5 Effectively communicate personal feelings or perspectives about substance use and misuse. 5.2.SU.5

6 Demonstrate effective refusal of alcohol, nicotine, electronic vapor products, marijuana, and other substances that can affect health. 5.2.SU.6

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3 Information and Resource Seeking: Access, evaluate, and use valid and reliable health information, products, services, and related resources. 2.3

SAF. Safety 5.3.SAF

1 Discuss what constitutes abuse, harassment, and assault. 5.3.SAF.1

2 Locate trusted adults (including parents or guardians) from whom to get help if boundaries are being violated or one is being abused, harassed, or assaulted. 5.3.SAF.2

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4 Decision Making and Problem Solving: Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations. 2.4

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BEPA. Balanced Eating and Physical Activity 5.4.BEPA

1 Identify principles of balanced eating to meet nutritional needs when making nutrition-related decisions. 5.4.BEPA.1

2 Identify and describe hunger and fullness indicators and how these can inform nutrition-related decision-making. 5.4.BEPA.2

3 Discuss the benefits of balanced eating and physical activity on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., managing stress and emotions) when making decisions pertaining to nutrition and physical activity. 5.4.BEPA.3

4 Demonstrate how to use food labels as part of nutrition-related decision-making. 5.4.BEPA.4

5 Describe how and where food comes from and how food production affects nutrition-related decisions. 5.4.BEPA.5

6 Identify factors (e.g., budget, food access and availability, time management) that influence decisions about nutrition and determine when assistance is needed to make a decision. 5.4.BEPA.6

7 Explain various factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements, product placement, access and availability, financial resources, physical activity levels). 5.4.BEPA.7

8 Recognize that individuals have different food-related needs, preferences, and traditions. 5.4.BEPA.8

9 Use the steps of the decision-making process when making a nutrition-related decision. 5.4.BEPA.9

10 Engage in independent and cooperative problem-solving activities while participating in physical activities. 5.4.BEPA.10

11 Compare the benefits of various physical activities to support personal decision-making related to physical activity. 5.4.BEPA.11

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5 **Self-Management and Goal Setting: Set goals, engage in health-promoting behaviors, and avoid risky behaviors.** 2.5

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MEH. Mental and Emotional Health 5.5.MEH

1. Identify different feelings and emotions that people may experience and how people might express those emotions (including individual and cultural differences in expression). 5.5.MEH.1
2. Discuss how feelings and emotions can affect behavior and how behavior can affect feelings and emotions. 5.5.MEH.2
3. Recognize that all feelings and emotions have a purpose and are information that individuals can use to support mental and emotional health. 5.5.MEH.3
4. Identify how a person's brain and body influence mental and emotional well-being. 5.5.MEH.4
5. Describe and demonstrate strategies for expressing and regulating emotions. 5.5.MEH.5
6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives. 5.5.MEH.6
7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement to maintain or improve mental and emotional well-being. 5.5.MEH.7
8. Identify personal stressors and demonstrate effective stress management techniques, independently or with support. 5.5.MEH.8
9. Identify and demonstrate strategies and behaviors to overcome barriers and help meet personal responsibilities. 5.5.MEH.9
10. Identify a variety of strategies for planning, prioritizing, and managing time. 5.5.MEH.10
11. Demonstrate strategies that show a willingness to reflect, learn, and grow from challenges. 5.5.MEH.11

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SAF. Safety 5.5.SAF

1 Describe ways to promote personal safety and reduce the risk of injuries in various situations (e.g., during physical activity, around motor vehicles, around firearms, around loud noise or music, around water, fire prevention, during a fire, as a pedestrian). 5.5.SAF.1

2 Recognize aspects of the environment (e.g., whether crosswalks are marked, presence of sidewalks, weather conditions, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively affect safety. 5.5.SAF.2

3 Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (e.g., calling poison control and 911). 5.5.SAF.3

4 Apply strategies to stay safe online (e.g., when gaming, using digital technology, and engaging in social media), including addressing overuse. 5.5.SAF.4

5 Describe actions one could take if uncomfortable, unsafe, or harmed (e.g., tell a parent, guardian, or other trusted adult, leave the situation). 5.5.SAF.5

6 Demonstrate the ability to set and maintain developmentally appropriate boundaries (including physical, verbal, and emotional boundaries) and how to respond if those boundaries are violated. 5.5.SAF.6

7 Distinguish between safe, unsafe, and confusing touch and demonstrate strategies for telling a parent, guardian, or other trusted adult. 5.5.SAF.7

BEPA. Balanced Eating and Physical Activity 5.5.BEPA

1 Demonstrate respect for self and responsible, safe interpersonal behavior (e.g., peer-to-peer, student-to-teacher) that contributes to positive social interaction in various physical activity contexts. 5.5.BEPA.1

2 Describe the health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., stress management, supporting positive mental health, cardiovascular health, fitness levels, muscle strengthening). 5.5.BEPA.2

3 Recognize how physical activity influences physiological changes in their body. 5.5.BEPA.3

4 Identify different physical activities for personal enjoyment and challenge, independently and with others. 5.5.BEPA.4

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PHW. Personal Health and Wellness 5.5.PHW

1 Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, protective equipment, appropriate screen time, hearing protection, being physically active). 5.5.PHW.1

2 Discuss influences on and barriers to maintaining or enhancing physical health and wellness. 5.5.PHW.2

3 Set a personal health and wellness goal, identify resources to assist in achieving it, and track progress toward its achievement. 5.5.PHW.3

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6 Advocacy and Health Promotion: Promote personal, family, and community health and well-being. 2.6

CEH. Community and Environmental Health 5.6.CEH

1 Analyze the relationship between personal health and the health of the community. 5.6.CEH.1

2 Discuss that people may experience health inequities and health disparities (unfair and avoidable differences in health) due to various factors. 5.6.CEH.2

3 Describe ways that the community can influence the health of people within that community. 5.6.CEH.3

4 Describe the ways that rules and laws can affect community health and health disparities. 5.6.CEH.4

5 Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, clean water) that affect people's health. 5.6.CEH.5

6 Propose and support classroom policies and behaviors that promote dignity and respect. 5.6.CEH.6

LAWS AND STANDARDS GUIDELINES SPECIFIC TO SEX EDUCATION 3

3 Information and Resource Seeking Access, evaluate, and use valid and reliable health information, products, services, and related resources. 3.3

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SE. Sex Education 5.3.SE

1. Identify valid and reliable information, products (deodorant, period products, medicine for cramps, etc.), and resources related to growth and development, puberty, and personal hygiene. 5.3.SE.1
2. Locate resources from home, school, and community that provide medically accurate sources of information about puberty, personal hygiene, and growth and development. 5.3.SE.2
3. Use valid, reliable, and medically accurate resources to find information about the human reproductive systems, growth and development, and the effects of hormones. 5.3.SE.3
4. Explain human reproduction and identify valid and reliable resources for additional information. 5.3.SE.4
5. Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty, abstinence, and adolescent health issues (including abuse and neglect). 5.3.SE.5
6. Define communicable diseases, including Human Immunodeficiency Virus (HIV), and identify how they are and are not transmitted. 5.3.SE.6

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5 Self-Management and Goal Setting: Set goals, engage in health-promoting behaviors, and avoid risky behaviors. 3.5

SE. Sex Education 5.5.SE

1. Describe the range of physical, social, and emotional changes during puberty and adolescence and the individual variations in puberty timelines and experiences. 5.5.SE.1
2. Explain various health-promoting practices to manage the social, physical, and emotional changes associated with puberty and adolescence, as well as when help or support might be needed. 5.5.SE.2
3. Describe health-promoting behaviors during menstruation, including ways to cope with emotional changes, manage pain, and identify when help or support is needed. 5.5.SE.3
4. Practice healthy habits related to puberty and personal hygiene. 5.5.SE.4