Michigan Health

6-8

CONTENT REQUIRED BY STATE LAW 1

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.** 1.1

SU. Substance Use and Misuse 8.1.SU

1 Summarize and communicate the effects of using legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). 8.1.SU.1

---

2 **Social Awareness, Relationship, and Communication Skills** 1.2

SE. Sex Education 8.2.SE

1 Discuss signs, symptoms, and potential effects of sexually transmitted infections, including HIV. 8.2.SE.1

---

4 **Decision Making and Problem Solving Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.** 1.4

SE. Sex Education 8.4.SE

1 Analyze ways to prevent sexually transmitted infections (STIs), including strategies that can be used before becoming sexually active (e.g., communicating with a partner, abstinence). 8.4.SE.1

2 Articulate the benefits of abstinence, postponing sexual activity, and setting personal limits (e.g., aligning with personal or family values, changing the nature of relationships, reducing risk of STIs) based on individual beliefs and values. 8.4.SE.2

---

5 **Self-Management and Goal Setting Set goals, engage in health-promoting behaviors, and avoid risky behaviors.** 1.5

SAF. Safety 8.5.SAF

1 Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs). 8.5.SAF.1

Skip to main content

SE. Sex Education 8.5.SE

1 Determine strategies, including abstinence, that will reduce the risk of HIV and other sexually transmitted infections. 8.5.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 8.1.MEH

1 Describe how emotions can affect one's behaviors and experiences, and how this might vary in differing contexts. 8.1.MEH.1

SAF. Safety 8.1.SAF

1 Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) affect adolescents' safety in various situations. 8.1.SAF.1

2 Define sexual harassment, sexual abuse, sexual assault, and domestic violence, and identify resources for support. 8.1.SAF.2

3 Analyze how sharing or posting personal information electronically about oneself or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can affect the safety of self and/or others. 8.1.SAF.3

SU. Substance Use and Misuse 8.1.SU

1 Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (regarding age, use, or type) and potentially harmful substances. 8.1.SU.1

2 Describe the ways that social characteristics (e.g., socioeconomic status, culture) can affect risk and protective factors for substance use and misuse. 8.1.SU.2

3 Summarize and communicate the effects of using legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, opioids, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). 8.1.SU.3

Skip to main content

CEH. Community and Environmental Health 8.1.CEH

1 Define social factors that affect people's health (e.g., education, social environment, family health history, socioeconomic conditions, food availability, public safety, discrimination) and analyze how they may affect health at different levels (e.g., individual, family, and community). 8.1.CEH.1

2 Analyze how stigma and public perception can influence access to health and health care (e.g., menstrual health care, mental health services and supports, preventative screenings). 8.1.CEH.2

3 Define public health policies and government regulations and explain how they can influence health promotion and disease prevention in both positive and negative ways. 8.1.CEH.3

4 Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health. 8.1.CEH.4

---

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

Skip to main content

MEH. Mental and Emotional Health 8.2.MEH

1. Discuss how stress and resilience can affect mental and emotional health. 8.2.MEH.1
2. Demonstrate ways to support people experiencing stress. 8.2.MEH.2
3. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies to communicate effectively when experiencing a range of emotions and in various situations. 8.2.MEH.3
4. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and resolving interpersonal conflicts. 8.2.MEH.4
5. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being. 8.2.MEH.5
6. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks. 8.2.MEH.6
7. Advocate for oneself by creating 'I'-statements to express feelings and needs appropriately. 8.2.MEH.7
8. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults. 8.2.MEH.8
9. Demonstrate how to respond (e.g., tell a parent, guardian, or other trusted adult, call or text 9-8-8, OK2SAY tipline) when there is a concern about one's own or someone else's mental well-being or when someone is considering self-harm or suicide. 8.2.MEH.9
10. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and healthpromoting ways. 8.2.MEH.10

Skip to main content

HR. Healthy Relationships 8.2.HR

1 Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships. 8.2.HR.1

2 Demonstrate effective verbal and non-verbal communication skills that foster healthy relationships, communicate boundaries, and show respect. 8.2.HR.2

3 Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction. 8.2.HR.3

4 Explain why respecting a person's boundaries and consent are essential. 8.2.HR.4

5 Demonstrate effective approaches to boundary setting (e.g., acknowledging feelings, communicate the boundary, target alternative) and maintenance of various boundaries (e.g., related to technology use, emotional, physical). 8.2.HR.5

6 Identify situations when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., break a rule, share a password). 8.2.HR.6

7 Demonstrate techniques and assertive responses to counter coercive tactics to maintain boundaries. 8.2.HR.7

8 Analyze how media and technology can positively and negatively influence beliefs about what constitutes a healthy relationship. 8.2.HR.8

9 Analyze the impact of technology and social media on relationships (e.g., use of smart devices, sharing relationship information, location tracking). 8.2.HR.9

10 Describe potential impacts of imbalances in power on a variety of relationships and in various settings. 8.2.HR.10

11 Analyze ways that prejudice, discrimination, and injustice can affect relationship health and describe ways to address these issues to support the health of self and others. 8.2.HR.11

12 Apply conflict resolution strategies in various situations. 8.2.HR.12

13 Demonstrate positive ways to communicate differences of opinion in various relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). 8.2.HR.13

14 Differentiate bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors. 8.2.HR.14

Skip to main content

SU. Substance Use and Misuse 8.2.SU

1 Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (age, use, or type) and potentially harmful substances. 8.2.SU.1

2 Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, resisting peer pressure, seeking help, leaving a situation) to protect individuals from risk or injury. 8.2.SU.2

---

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

SAF. Safety 8.3.SAF

1 Identify sources of support, such as parents, guardians, or other trusted adults, to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited. 8.3.SAF.1

2 Explain why a person who has been bullied, harassed, abused, or the victim of violence is not at fault. 8.3.SAF.2

3 Locate community resources that provide support and resources related to sexual exploitation or for getting help for self or others in situations related to sex trafficking. 8.3.SAF.3

MEH. Mental and Emotional Health 8.3.MEH

1 Describe situations where professional health services are necessary to support or improve mental and emotional well-being. 8.3.MEH.1

2 Demonstrate the ability to access professional health services if needed. 8.3.MEH.2

3 Locate valid and reliable products, information, and services to enhance mental and emotional well-being, manage stress and emotions, and address mental health conditions. 8.3.MEH.3

PHW. Personal Health and Wellness 8.3.PHW

1 Determine the accessibility of products (e.g., deodorant, hair care, sunscreen, dental care products), resources, and services that enhance health and identify supports and barriers to accessing the products or services. 8.3.PHW.1

2 Access personal health products (e.g., deodorant, hair care, sunscreen, dental care products) based on individual needs. 8.3.PHW.2

3 Locate various personal health-related digital resources and assess each for reliability and validity. 8.3.PHW.3

---

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

Skip to main content

SAF. Safety 8.4.SAF

1. Describe the role of individual versus shared responsibility in staying safe in various situations (e.g., digital safety, threats of violence, dangerous weapons, outdoor recreation, motor vehicle safety). 8.4.SAF.1
2. Discuss the variety of systemic, environmental, and physical factors that might help or hinder an individual's ability to remain safe in various situations. 8.4.SAF.2
3. Evaluate potential options and consequences for decisions related to personal safety (e.g., dangerous weapons, digital safety, threats of violence, motor vehicle safety, physical injury) in a variety of situations. 8.4.SAF.3
4. Describe laws (e.g., age of consent, child abuse and neglect, criminal sexual conduct, minor consent for health care) that relate to young people's health and the rights of adolescents to maintain their own health, and how these might influence decisions related to their health. 8.4.SAF.4
5. Define exploitation, human trafficking (both sex and labor trafficking), and describe strategies used for, and warning signs of, exploitation and recruitment of youth. 8.4.SAF.5
6. Demonstrate strategies perpetrators use to carry out human trafficking and how to get help if concerned about self or others. 8.4.SAF.6
7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. 8.4.SAF.7
8. Demonstrate strategies for protecting privacy and reducing risks online and in digital spaces. 8.4.SAF.8
9. Describe the characteristics of various forms of power and control and demonstrate strategies for getting help. 8.4.SAF.9
10. Evaluate various non-violent responses to address conflict and demonstrate the ability to use these responses to act on healthrelated decisions. 8.4.SAF.10
11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers. 8.4.SAF.11
12. Demonstrate the ability to use a decision-making process to address personal safety in various situations. 8.4.SAF.12

Skip to main content

HR. Healthy Relationships 8.4.HR

1 Analyze the similarities and differences between friendships and romantic relationships and discuss various ways to show affection within different relationships. 8.4.HR.1

2 Compare and contrast the continuum of healthier and less healthy relationship behaviors and how these affect health and well-being. 8.4.HR.2

3 Identify warning signs of potential danger in a relationship and strategies for help. 8.4.HR.3

4 Describe characteristics of unhealthy and/or abusive relationships and evaluate options and strategies a person might use to end those relationships, including involving a trusted adult who can help. 8.4.HR.4

5 Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, in a variety of situations. 8.4.HR.5

6 Demonstrate the ability to apply a decision-making process to decisions related to consent in various relationships. 8.4.HR.6

7 Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various situations. 8.4.HR.7

BEPA. Balanced Eating and Physical Activity 8.4.BEPA

1 Seek strategies to minimize barriers and maximize opportunities (e.g., time, space, physical abilities, access to equipment, overuse of digital devices) that help maintain a physically active lifestyle. 8.4.BEPA.1

SU. Substance Use and Misuse 8.4.SU

1 Apply a decision-making process to situations involving legal or illegal drugs, considering potential consequences on self and others. 8.4.SU.1

2 Determine when situations or problems related to illegal drugs might require assistance and identify possible options for how to respond. 8.4.SU.2

3 Access valid and reliable information (from home, school, and community) about legal and illegal drugs (regarding age of legal use or type of substance) and use it to understand and communicate the risks and dangers of drug use and misuse. 8.4.SU.3

4 Analyze factors that may affect a decision to use legal or illegal substances. 8.4.SU.4

5 Use adolescent data to reinforce the norms that most don't use illegal drugs, including nicotine, alcohol, and marijuana. 8.4.SU.5

---

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

Skip to main content

MEH. Mental and Emotional Health 8.5.MEH

1 Explain environmental and contextual factors that affect mental and emotional well-being and individual and collective responsibility for supporting mental and emotional health. 8.5.MEH.1

2 Demonstrate strategies to manage changing emotions during adolescence effectively. 8.5.MEH.2

3 Demonstrate techniques to independently manage emotions on one's own in a variety of settings. 8.5.MEH.3

4 Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others. 8.5.MEH.4

5 Explain possible outcomes of expressing or repressing emotions. 8.5.MEH.5

6 Examine how various coping strategies may help or harm health. 8.5.MEH.6

7 Apply health-promoting coping and stress management strategies. 8.5.MEH.7

8 Demonstrate strategies to persevere when facing adversity. 8.5.MEH.8

9 Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals. 8.5.MEH.9

10 Analyze and demonstrate strategies for planning, prioritizing, and managing time. 8.5.MEH.10

SAF. Safety 8.5.SAF

1 Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs). 8.5.SAF.1

2 Demonstrate ways to promote personal safety and reduce the risk of injuries in a variety of 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). 8.5.SAF.2

BEPA. Balanced Eating and Physical Activity 8.5.BEPA

1 Describe how self-expression and enjoyment influence individual engagement in physical activity. 8.5.BEPA.1

2 Recognize and implement safe and appropriate behaviors during physical activity (e.g., knowing where you are, being aware of your surroundings, staying off cell phones). 8.5.BEPA.2

3 Explain the connections between being physically active and overall physical, emotional, and mental health. 8.5.BEPA.3

4 Apply knowledge of personal comforts and preferences to select physical activities of interest. 8.5.BEPA.4

---

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

Skip to main content

MEH. Mental and Emotional Health 8.6.MEH

1. Analyze how stereotyping, bias, prejudice, and discrimination can affect mental and emotional health. 8.6.MEH.1
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health. 8.6.MEH.2
3. Analyze the effects of social media on mental and emotional health. 8.6.MEH.3
4. Demonstrate strategies for supporting healthy body image in youth and adolescents. 8.6.MEH.4
5. Demonstrate strategies for reducing stigma related to mental health. 8.6.MEH.5
6. Use adolescent data regarding peer norms to formulate a healthpromoting position to challenge negative norms, discrimination, and injustice. 8.6.MEH.6
7. Evaluate strategies for countering, reducing, or eliminating prejudice, stereotyping, discrimination, and injustice. 8.6.MEH.7
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape, or weight), or personal values and beliefs. 8.6.MEH.8

SAF. Safety 8.6.SAF

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety. 8.6.SAF.1
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety. 8.6.SAF.2
3. Work cooperatively to support the safety of individuals, families, and communities. 8.6.SAF.3
4. Identify reasons that harassment is harmful and illegal, along with warning signs for when to report it and seek help from a safe/trusted adult or health professional. 8.6.SAF.4

Skip to main content

BEPA. Balanced Eating and Physical Activity 8.6.BEPA

1 Demonstrate the importance of food and how it is used in cultural traditions, celebrations, and connecting with others. 8.6.BEPA.1

2 Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production, and cultivation) on nutrition-related beliefs and behaviors in today's society. 8.6.BEPA.2

3 Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices. 8.6.BEPA.3

4 Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information. 8.6.BEPA.4

5 Identify personal dietary needs (e.g., food allergies, food preferences) and goals, and advocate to address the identified needs and goals. 8.6.BEPA.5

6 Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health. 8.6.BEPA.6

LAWS AND STANDARDS GUIDELINES SPECIFIC TO SEX EDUCATION 3

2 **Social Awareness, Relationship, and Communication Skills** 3.2

SE. Sex Education 8.2.SE

1 Define gender identity, gender expression, and sexual orientation, and explain that they are distinct components of every individual's identity. 8.2.SE.1

2 Explain how biological sex, gender identity, and gender expression are distinct concepts and how they interact with each other. 8.2.SE.2

3 Explain that romantic, emotional, and/or sexual attractions can be toward an individual of the same and/or different gender(s), and that attractions can change over time. 8.2.SE.3

4 Discuss signs, symptoms, and potential effects of sexually transmitted infections, including HIV. 8.2.SE.4

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

SE. Sex Education 8.3.SE

1 Analyze the validity of claims for health information, products (e.g., period products, personal hygiene, over-the-counter pain medications), services, and resources about sexual and reproductive health. 8.3.SE.1

2 Access credible sources of information about sexual and reproductive health. 8.3.SE.2

3 Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from various resources in one's home, school, and community. 8.3.SE.3

Skip to main content

ecision Making and Problem Solving Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related

situations. 3.4

SE. Sex Education 8.4.SE

1. Analyze personal and family values related to relationships, abstinence, sexual behaviors, and sexual health. 8.4.SE.1
2. Identify valid and reliable sources of information and resources to inform and support sexual health decisions, including abstinence. 8.4.SE.2
3. Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including strategies that can be used before becoming sexually active (e.g., abstinence, communicating with a partner, HPV vaccine, contraception). 8.4.SE.3
4. Describe possible short- and long-term impacts of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences. 8.4.SE.4
5. Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions. 8.4.SE.5
6. Articulate the benefits of abstinence, postponing sexual activity, and setting personal limits (e.g., aligning with personal or family values, understanding the changing nature of relationships, avoiding early or unintended pregnancy, reducing risk of STIs) based on individual beliefs and values. 8.4.SE.6
7. Describe strategies that can be used to make decisions that adhere to personal and family values. 8.4.SE.7
8. Apply an effective decision-making process in situations related to sexual health. 8.4.SE.8

---

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

SE. Sex Education 8.5.SE

1. Examine various considerations (e.g., personal and/or family values, cultural and societal norms, and beliefs) for determining emotional readiness for sexual behaviors. 8.5.SE.1
2. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent). 8.5.SE.2
3. Determine strategies, including abstinence, that will reduce the risk of HIV and other sexually transmitted infections and pregnancy. 8.5.SE.3
4. Describe how sexual health values and priorities may change with age, maturity, knowledge, and responsibilities. 8.5.SE.4

---

6 **Advocacy and Health Promotion: Promote personal, family, and community health and well-being.** 3.6

Skip to main content

SE. Sex Education 8.6.SE

1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality or gender are different from one's own. 8.6.SE.1
2. Practice skills to intervene if teasing or bullying based on sexuality is occurring, and how to support those affected. 8.6.SE.2
3. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity). 8.6.SE.3
4. Identify behaviors, policies, and practices in the school community that promote or hinder dignity and respect for all individuals. 8.6.SE.4