Michigan Health

9-12

CONTENT REQUIRED BY STATE LAW 1

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

SU. Substance Use and Misuse 12.3.SU

1 Use valid and reliable information to analyze the relationship between the use of legal and illegal (regarding legal age of use and type) substances and the causes of death (including overdose) and disease (including addiction) in the United States. 12.3.SU.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

SU. Substance Use and Misuse 12.4.SU

1 Analyze the potential short- and long-term impacts of legal and illegal substances on multiple dimensions of health (e.g., physical, mental, emotional, social, and/or intellectual) and on other health risk behaviors (e.g., sexual activity and impaired driving). 12.4.SU.1

SE. Sex Education 12.4.SE

1 Analyze factors that contribute to behaviors that increase the risk of HIV and other STIs. 12.4.SE.1

2 Explain the importance of STI (including HIV) testing and treatment, where to get tested, and why it is essential to communicate with a partner about STI status. 12.4.SE.2

3 Identify situations, signs, and symptoms that might indicate a need to seek medical consultation. 12.4.SE.3

4 Analyze factors that contribute to behaviors that increase the risk of HIV and other STIs. 12.4.SE.4

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

SAF. Safety 12.5.SAF

1 Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs). 12.5.SAF.1

GE ED

Skip to main content

elf-Awareness and Analyzing Influences: Examine how emotions, thoughts, eeds, values, beliefs, and other factors (both internal and external) influence

behaviors and articulate how these influences affect health behavior and outcomes. 2.1

SAF. Safety 12.1.SAF

1 Discuss the role of personal, community, and societal beliefs, values, and actions in creating a culture free of bullying, harassment, and abuse. 12.1.SAF.1

HR. Healthy Relationships 12.1.HR

1 Demonstrate how to access valid and reliable information and resources to help maintain positive relationships and get help if in harmful or unhealthy relationships. 12.1.HR.1

BEPA. Balanced Eating and Physical Activity 12.1.BEPA

1 Analyze the role of technology and social media tools in supporting healthy eating and active lifestyles. 12.1.BEPA.1

2 Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation, and accessibility) on people's participation in physical activity. 12.1.BEPA.2

CEH. Community and Environmental Health 12.1.CEH

1 Explore the impact of social drivers of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy). 12.1.CEH.1

2 Evaluate the influence of social context/environment, not solely personal choices, on an individual's health. 12.1.CEH.2

3 Discuss various factors that can influence public, community, and/or environmental health and analyze strategies for mitigating harm and improving health outcomes. 12.1.CEH.3

4 Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer). 12.1.CEH.4

5 Identify and evaluate global influences (e.g., pollution, global policies) on personal and community health. 12.1.CEH.5

6 Analyze behaviors, policies, and practices in the school community that promote dignity and respect and reduce stigma for all individuals. 12.1.CEH.6

---

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

2 SAF. Safety 12.2 SAF

1 Evaluate potential risks of digital interactions. 12.2 SAF.1

2 Discuss strategies to protect personal information online and on social media. 12.2 SAF.2

3 Apply safe behaviors to promote privacy, well-being, and respectful online communication. 12.2 SAF.3

MEH. Mental and Emotional Health 12.2.MEH

1 Describe positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity) that can affect mental and emotional health and well-being. 12.2.MEH.1

2 Demonstrate strategies for expressing understanding towards those who hold different beliefs. 12.2.MEH.2

3 Evaluate how society, cultural norms, and values affect personal interactions. 12.2.MEH.3

4 Evaluate the influence of peers, social media, online content, family, society, community, and culture on body image and the influence body image has on health. 12.2.MEH.4

5 Evaluate personal comfort with engagement in social situations and create a plan for personal growth in social engagement. 12.2.MEH.5

6 Analyze power imbalances in relationships and demonstrate strategies that communicate your values, your right to say no, and your ability to hold others accountable for their actions. 12.2.MEH.6

7 Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma. 12.2.MEH.7

8 Communicate 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. 12.2.MEH.8

Skip to main content

HR. Healthy Relationships 12.2.HR

1 Demonstrate ways to express understanding of and acceptance of differing perspectives. 12.2.HR.1

2 Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to leave negative relationships and improve or maintain positive relationships. 12.2.HR.2

3 Summarize the benefits of respecting individual differences. 12.2.HR.3

4 Analyze how various factors and behaviors influence conflict and strategies to avoid escalation. 12.2.HR.4

5 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. 12.2.HR.5

6 Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships). 12.2.HR.6

7 Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others. 12.2.HR.7

8 Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. 12.2.HR.8

9 Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. 12.2.HR.9

10 Use assertive communication techniques in various settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. 12.2.HR.10

11 Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to relationships. 12.2.HR.11

BEPA. Balanced Eating and Physical Activity 12.2.BEPA

1 Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. 12.2.BEPA.1

2 Analyze the impact of extreme or fad diets and how social influences can encourage unhealthy eating behaviors. 12.2.BEPA.2

---

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

Skip to main content

MEH. Mental and Emotional Health 12.3.MEH

1. Demonstrate how to access valid and reliable mental health information and resources to help or support someone who has experienced harassment, abuse, assault, discrimination, and/or exploitation. 12.3.MEH.1
2. Discuss the variety of supports available at home, school, and in the community for maintaining or enhancing mental and emotional health. 12.3.MEH.2
3. Evaluate the valid and reliable resources from home, school, and community that provide health information on enhancing mental and emotional well-being. 12.3.MEH.3
4. Use valid and reliable resources to find information and access support on mental health issues and conditions for self or others. 12.3.MEH.4
5. Recognize the signs of problem behaviors and/or addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others. 12.3.MEH.5
6. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, suicide ideation or non-suicidal self-injury. 12.3.MEH.6

Skip to main content

HR. Healthy Relationships 12.3.HR

1 Explain the harm that can be caused by disrespecting others with differing views and beliefs, and demonstrate positive ways to express understanding of differing perspectives. 12.3.HR.1

2 Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements stating your needs, recognizing warning signs) to leave negative relationships and improve or maintain positive relationships. 12.3.HR.2

3 Summarize the benefits of respecting individual differences. 12.3.HR.3

4 Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. 12.3.HR.4

5 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. 12.3.HR.5

6 Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships). 12.3.HR.6

7 Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others. 12.3.HR.7

8 Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. 12.3.HR.8

9 Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. 12.3.HR.9

10 Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. 12.3.HR.10

11 Summarize the importance of talking with parents, guardians, caregivers, and/or other trusted adults about issues related to relationships. 12.3.HR.11

BEPA. Balanced Eating and Physical Activity 12.3.BEPA

1 Evaluate the validity of claims made by companies and social media influencers intended to promote or improve nutrition, fitness, and a healthy, active lifestyle. 12.3.BEPA.1

2 Evaluate available resources, supports, and participation requirements of community-sponsored activities, physical activity, and fitness activities. 12.3.BEPA.2

3 Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. 12.3.BEPA.3

Skip to main content

SU. Substance Use and Misuse 12.3.SU

1 Evaluate the validity of information, products, services, and resources intended to help a person make health-promoting choices when making decisions related to legal substance use. 12.3.SU.1

2 Use valid and reliable information to analyze the relationship between the use of legal and illegal (regarding legal age of use and type) substances and the causes of death (including overdose) and disease (including addiction) in the United States. 12.3.SU.2

3 Recognize the signs of substance misuse and addiction and demonstrate strategies for seeking help for self or others. 12.3.SU.3

4 Identify resources and support systems available to help navigate challenging situations pertaining to substance use and misuse. 12.3.SU.4

5 Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan laws). 12.3.SU.5

6 Access valid and reliable resources to determine laws regarding the purchase, distribution, and selling of substances (e.g., dispensaries, on the street, stores, legal vs. illegal, travel across state lines). 12.3.SU.6

7 Determine when professional services related to legal and illegal substances may be required. 12.3.SU.7

CEH. Community and Environmental Health 12.3.CEH

1 Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community. 12.3.CEH.1

---

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

HR. Healthy Relationships 12.4.HR

1 Examine aspects of various personal relationships, including characteristics of healthy and unhealthy relationships. 12.4.HR.1

2 Analyze the benefits and risks of various ways people express love and/or caring within health-promoting relationships. 12.4.HR.2

3 Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. 12.4.HR.3

4 Describe patterns of power and control in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. 12.4.HR.4

5 Discuss different forms of abuse in relationships and available supports and resources for getting help if in an abusive or exploitative relationship. 12.4.HR.5

6 Evaluate strategies (e.g., setting expectations and/or boundaries) for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions. 12.4.HR.6

7 Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, develop a safety plan to recognize when, and get out of, any future unsafe or harmful relationships, and determine situations when adult and/or professional support is needed. 12.4.HR.7

8 Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health, including the decision to leave or seek help in an unhealthy relationship. 12.4.HR.8

BEPA. Balanced Eating and Physical Activity 12.4.BEPA

2 Plan a weekly menu to meet age-appropriate recommendations within a specific budget. 12.4.BEPA.2

1 Identify snacks, food, and beverage choices that support or interfere with performance, recovery, and enjoyment during physical activity. 12.4.BEPA.1

3 Choose an appropriate level of challenge based on your current skill level to experience success in a self-selected physical activity. 12.4.BEPA.3

4 Evaluate opportunities and barriers to physical activity in a variety of contexts. 12.4.BEPA.4

Skip to main content

SU. Substance Use and Misuse 12.4.SU

1 Reflect on personal beliefs, values, and choices compared to cultural, community, and societal norms around substance use and misuse. 12.4.SU.1

2 Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. 12.4.SU.2

3 Analyze the potential short- and long-term impacts of legal and illegal substances (e.g., opioids) on multiple dimensions of health (e.g., physical, mental, emotional, social, and/or intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving, use of other drugs). 12.4.SU.3

4 Employ self-management skills to act on health-promoting decisions about legal substance use. 12.4.SU.4

---

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

MEH. Mental and Emotional Health 12.5.MEH

1 Apply strategies to respond appropriately based on different levels of emotions in interactions. 12.5.MEH.1

2 Apply coping and stress management techniques to manage a variety of stressors (e.g., school, personal life, relationships) and create a long-term plan for stress management. 12.5.MEH.2

3 Develop and apply strategies using protective factors and assets to support mental and emotional well-being. 12.5.MEH.3

4 Assess and implement health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, intellectual, spiritual, social). 12.5.MEH.4

5 Set a goal, create a plan, monitor progress, and celebrate success for plans that minimize stress and promote wellness. 12.5.MEH.5

6. Apply strategies that support a willingness to reflect, learn, and grow from challenges through experience and feedback. 12.5.MEH.6

Skip to main content

SAF. Safety 12.5.SAF

1 Analyze recruitment tactics used in trafficking and exploitation to exploit vulnerabilities and recruit youth. 12.5.SAF.1

2 Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. 12.5.SAF.2

3 Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. 12.5.SAF.3

4 Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. 12.5.SAF.4

5 Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs). 12.5.SAF.5

BEPA. Balanced Eating and Physical Activity 12.5.BEPA

1 Compare and contrast various dietary guidelines and practices from valid and reliable sources, locations, and cultures. 12.5.BEPA.1

2 Analyze the physical, mental, social, economic, and academic benefits and/or consequences of various dietary habits or behaviors. 12.5.BEPA.2

3 Describe safe food storage and preparation practices. 12.5.BEPA.3

4 Demonstrate how to comparison shop, considering criteria such as pricing, nutrient density, processing, and environmental impact. 12.5.BEPA.4

5 Assess personal nutrition-related practices using dietary guidelines of their choice. 12.5.BEPA.5

6 Analyze various factors that influence nutrition-related beliefs and behaviors, and analyze the ways that these factors are affecting personal beliefs and behaviors. 12.5.BEPA.6

7 Develop and implement a plan with goals that build on strengths and address areas for improvement through monitoring progress and adjustments as needed. 12.5.BEPA.7

8 Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeed with a personal nutrition-related goal and identify supports to help overcome those barriers. 12.5.BEPA.8

9 Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. 12.5.BEPA.9

10 Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. 12.5.BEPA.10

11 Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction, and/or self-expression). 12.5.BEPA.11

Skip to main content

PHW. Personal Health and Wellness 12.5.PHW

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. 12.5.PHW.1
2. Create a plan that develops ownership of one's health and healthcare. 12.5.PHW.2
3. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill). 12.5.PHW.3
4. Identify strategies based on an identified need or want to attain a goal that improves physical health. 12.5.PHW.4
5. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill). 12.5.PHW.5
6. Discuss signs and symptoms of health concerns and strategies to manage discomfort and/or seek medical care as needed. 12.5.PHW.6
7. Analyze external factors (such as social drivers of health) that can affect health and one's agency in addressing health. 12.5.PHW.7

---

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

CEH. Community and Environmental Health 12.6.CEH

1. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. 12.6.CEH.1
2. Examine data and evaluate policies or initiatives that address a public health concern within the community. 12.6.CEH.2
3. Develop and/or implement a plan for participating in projects to help make positive changes in a community (e.g., volunteering, linking with experts in the community, service-learning, service project). 12.6.CEH.3
4. Identify and support school and community policies and programs that promote respect for all people. 12.6.CEH.4

LAWS AND STANDARDS GUIDELINES SPECIFIC TO SEX EDUCATION 3

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.** 3.1

SE. Sex Education 12.1.SE

---

2 **Social Awareness, Relationship, and Communication Skills: Enhance relationships, personal health, and the health of others through social awareness and effective communication.** 3.2

Skip to main content

SE. Sex Education 12.2.SE

1 Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to growth and development, abstinence, and sexual health. 12.2.SE.1

---

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

SE. Sex Education 12.3.SE

1 Summarize the benefits of respecting individual differences in aspects of growth and development 12.3.SE.1

2 Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to growth and development and sexual health. 12.3.SE.2

---

4 Decision 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 12.4.SE

1 Discuss reasons why it is harmful and illegal to trick, threaten, or coerce another person into sexual activity. 12.4.SE.1

2 Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs. 12.4.SE.2

3 Explain the importance of STI (including HIV) testing and treatment, where to get tested, and why it is essential to communicate with a partner about STI status. 12.4.SE.3

4 Identify situations, signs, and symptoms that might indicate a need to seek medical consultation. 12.4.SE.4

5 Evaluate readiness, options, and their respective outcomes regarding decisions about whether to engage in sexual activity, including abstaining, postponing sexual intercourse, engaging in risk reduction practices (e.g., using condoms and other barriers, using birth control). 12.4.SE.5

6 Demonstrate the ability to apply a thoughtful decision-making process in situations related to sexual activity and sexual health. 12.4.SE.6

7 Explain age of consent laws and examine the various components of consent (e.g., consent must be asked for and verbally given, consent cannot be given if under the influence, consent can be taken away at any time). 12.4.SE.7

---

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

SE. Sex Education 12.5.SE

1 Evaluate personal responsibility and the consequences related to pressuring someone for sexually explicit pictures, sending, or posting sexually explicit pictures or messages. 12.5.SE.1

Skip to main content

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

SE. Sex Education 12.6.SE

1 Discuss how to foster empathy, inclusivity, and respect around issues related to gender and sexuality. 12.6.SE.1