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DEPARTMENT OF EDUCATION  
LANSING



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PUBLIC INSTRUCTION

October 30, 2006

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**SUBJECT:** Presentation on K-8 Health Education Grade Level Content Expectations

Two proposals regarding health education in Michigan schools are being offered for the Board's consideration: 1) a minor change to the Michigan Health Education Content Standards (Appendix A); and 2) the new K-8 Health Education Content Expectations (Appendix B). Upon Board review and input, a public review of these documents is scheduled to occur during the month of November. After the documents are edited, based on public comments, they will be submitted for State Board approval.

In 2006, the National Health Education Standards, on which the Michigan Health Education Standards are based, were revised by splitting one standard into two. One standard addresses decision-making skills and the other addresses goal-setting skills, each requiring different kinds of instructional strategies and assessment items. It is therefore proposed that the Michigan Health Education Content Standards reflect this simple change, with a few other minor word changes.

The proposed Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004), which recommended that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Pre-kindergarten through Grade 12, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

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- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, and unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year-to-year, that are developmentally appropriate.  
Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations, as proposed, are intended to help schools address these recommendations.

The Health Education Content Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and on-line reviews by grade-level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Comprehensive School Health Education Curriculum*<sup>®</sup>. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living at school, at home, and in the workplace.

Attachments

## Appendix A

### Proposed Changes to the Health Education Content Standards

Health Education Content Standards (1996)	Proposed Health Education Content Standards (2006)
All students will:	All students will:
1. apply health promotion and disease prevention concepts and principles to personal, family, and community health issues;	1. apply health promotion and disease prevention concepts and principles to personal, family, and community health issues;
2. access valid health information and appropriate health promoting products and services;	2. access valid health information and appropriate health promoting products and services;
3. practice health enhancing behaviors and reduce health risks;	3. practice health enhancing behaviors and <b>avoid or</b> reduce health risks;
4. analyze the influence of cultural beliefs, media, and technology on health;	4. analyze the influence of <b>family, peers, culture,</b> media, and technology on health;
5. use goal setting and decision-making skills to enhance health;	<b>5.</b> use goal setting skills to enhance health;
	<b>6.</b> use decision-making skills to enhance health;
6. demonstrate effective interpersonal communication and other social skills which enhance health; and	7. demonstrate effective interpersonal communication and other social skills which enhance health; and
7. demonstrate advocacy skills for enhanced personal, family, and community health.	8. demonstrate advocacy skills for enhanced personal, family, and community health.

**Bolding indicates added or changed wording.  
Standard 5 (1996) becomes Standard 5 and 6 (2006).**

GRADE LEVEL CONTENT EXPECTATIONS



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# Kindergarten

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# Welcome to Michigan's Health Education Content Standards and Expectations for Kindergarten

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.

Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.

Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.

Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.

Build functional knowledge and skills, from year to year, that are developmentally appropriate;

Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### **Michigan Health Education Content Standards (2006)**

- |                              |   |
|------------------------------|---|
| <b>1. Core Concepts</b>      | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| <b>2. Access Information</b> | All students will access valid health information and appropriate health promoting products and services.                                 |
| <b>3. Health Behaviors</b>   | All students will practice health enhancing behaviors and avoid or reduce health risks.   |
| <b>4. Influences</b>         | All students will analyze the influence of family, peers, culture, media, and technology on health.                                       |
| <b>5. Goal Setting</b>       | All students will use goal setting skills to enhance health.  |
| <b>6. Decision Making</b>    | All students will use decision-making skills to enhance health.   |
| <b>7. Social Skills</b>      | All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| <b>8. Advocacy</b>           | All students will demonstrate advocacy skills for enhanced personal, family, and community health.  |

*Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.*



## STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

### **Standard 1: Core Concepts**

- 1.1 Describe the benefits of eating a variety of healthy foods.
- 1.2 Describe the benefits of being physically active.
- 1.3 Explain the importance of drinking water to personal health.

### **Standard 3: Health Behaviors**

- 1.4 Generate examples of physical activities that are personally enjoyable.
- 1.5 Select a variety of foods that can be eaten for healthy snacks.



## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

### **Standard 1: Core Concepts**

- 2.1 Identify household products that are harmful if touched, ingested or inhaled.
- 2.2 Describe ways that over the counter and prescription medicines can be helpful or harmful.

### **Standard 2: Access Information**

- 2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.

### **Standard 3: Health Behaviors**

- 2.4 Explain rules for handling household products and avoiding poisons.
- 2.5 Describe how to safely use medicines.



## STRAND 3: SAFETY

### **Standard 1: Core Concepts**

- 3.1 Describe pedestrian hazards and safe pedestrian behaviors.
- 3.2 Identify dangerous objects and weapons.
- 3.3 Identify appropriate touch and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

### **Standard 2: Access Information**

- 3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.
- 3.6 Demonstrate how to ask trusted adults for help.

### **Standard 3: Health Behaviors**

- 3.7 Demonstrate safe pedestrian behaviors.
- 3.8 Describe dangerous and destructive situations that need to be reported to an adult.
- 3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.
- 3.10 Generate examples of safe places one might go if feeling personally threatened.
- 3.11 Apply strategies to avoid personally unsafe situations.
- 3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.



## **STRAND 4: SOCIAL-EMOTIONAL HEALTH**

### ***Standard 1: Core Concepts***

- 4.1 Identify and describe different kinds of feelings.

### ***Standard 2: Access Information***

- 4.2 Identify and locate people who can help at home and school.

### ***Standard 3: Health Behaviors***

- 4.3 Describe and demonstrate ways to be responsible at home and school.  
4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.  
4.5 Identify and demonstrate strategies to manage strong feelings.

### ***Standard 7: Social Skills***

- 4.6 Identify and practice strategies to make friends.  
4.7 Demonstrate giving and accepting a compliment or statement of appreciation.  
4.8 Describe situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”  
4.9 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

### ***Standard 1: Core Concepts***

- 5.1 Explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.  
5.2 Explain the importance of dental health cleanings and exams.  
5.3 Explain the importance of proper hand washing to prevent disease.

### ***Standard 3: Health Behaviors***

- 5.4 Demonstrate proper tooth brushing techniques.  
5.5 Demonstrate proper hand washing to prevent the spread of germs.

### ***Standard 8: Advocacy***

- 5.6 Encourage peers to make positive choices for personal health and wellness.



**Michigan Department of Education**  
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## GRADE LEVEL CONTENT EXPECTATIONS

# HEALTH EDUCATION



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## Grade One

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grade One

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.

Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.

Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.

Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.

Build functional knowledge and skills, from year to year, that are developmentally appropriate;

Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### **Michigan Health Education Content Standards (2006)**

- |                       |   |
|-----------------------|---|
| 1. Core Concepts      | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| 2. Access Information | All students will access valid health information and appropriate health promoting products and services.                                 |
| 3. Health Behaviors   | All students will practice health enhancing behaviors and avoid or reduce health risks.   |
| 4. Influences         | All students will analyze the influence of family, peers, culture, media, and technology on health.                                       |
| 5. Goal Setting       | All students will use goal setting skills to enhance health.  |
| 6. Decision Making    | All students will use decision-making skills to enhance health.   |
| 7. Social Skills      | All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| 8. Advocacy           | All students will demonstrate advocacy skills for enhanced personal, family, and community health.  |

*Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.*

**STRAND : NUTRITION AND PHYSICAL ACTIVITY****Standard 1: Core Concepts**

- 1.1 Describe the benefits of eating healthy snacks.
- 1.2 Describe the benefits of being physically active.
- 1.3 Describe the health benefits of drinking water, compared to other beverages.
- 1.4 Classify foods according to the food groups.
- 1.5 Describe how physical activity, rest, and sleep help a person stay healthy.

**Standard 3: Health Behaviors**

- 1.6 Explain the importance of eating a variety of foods from all of the food groups.
- 1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.

**STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS****Standard 1: Core Concepts**

- 2.1 Identify household products that are harmful if touched, ingested or inhaled.
- 2.2 Describe ways that over the counter and prescription medicines can be helpful or harmful.
- 2.3 Identify the differences between over the counter and prescription medicines and illicit drugs.
- 2.4 State that all forms of tobacco products contain harmful chemicals including the drug nicotine.

**Standard 2: Access Information**

- 2.5 Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.
- 2.6 Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products.

**Standard 3: Health Behaviors**

- 2.7 Apply rules for handling household products and avoiding poisons.
- 2.8 Describe how to safely use medicines.
- 2.9 Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.



## **STRAND 3: SAFETY**

### ***Standard 1: Core Concepts***

- 3.1 Describe fire and burn hazards.
- 3.2 Identify wheeled recreation hazards.

### ***Standard 2: Access Information***

- 3.3 Demonstrate the procedure for using 911 to get help in emergencies.

### ***Standard 3: Health Behaviors***

- 3.4 Apply strategies to prevent fires and burns to hypothetical situations.
- 3.5 Demonstrate actions to take in a fire emergency.
- 3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.
- 3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.
- 3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.



## **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

### ***Standard 1: Core Concepts***

- 4.1 Describe ways family members and friends help each other.
- 4.2 Explain the role of listening and paying attention in building and maintaining friendships.

### ***Standard 3: Health Behaviors***

- 4.3 Apply skills to find out how others are feeling.
- 4.4 Apply skills to predict the potential feelings of others.

### ***Standard 6: Decision Making***

- 4.5 Identify people who can help make decisions and solve problems.
- 4.6 Explain the decision making and problem solving steps.
- 4.7 Apply the steps to making a decision or solving a problem.

### ***Standard 7: Social Skills***

- 4.8 Apply effective listening and attending skills.
- 4.9 Demonstrate giving and accepting a compliment or statement of appreciation.
- 4.10 Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

### ***Standard 1: Core Concepts***

- 5.1 Explain the importance of taking care of teeth.

### ***Standard 3: Health Behaviors***

- 5.2 Demonstrate proper tooth brushing techniques.
- 5.3 Demonstrate skills to reduce the spread of germs.



**Michigan Department of Education**  
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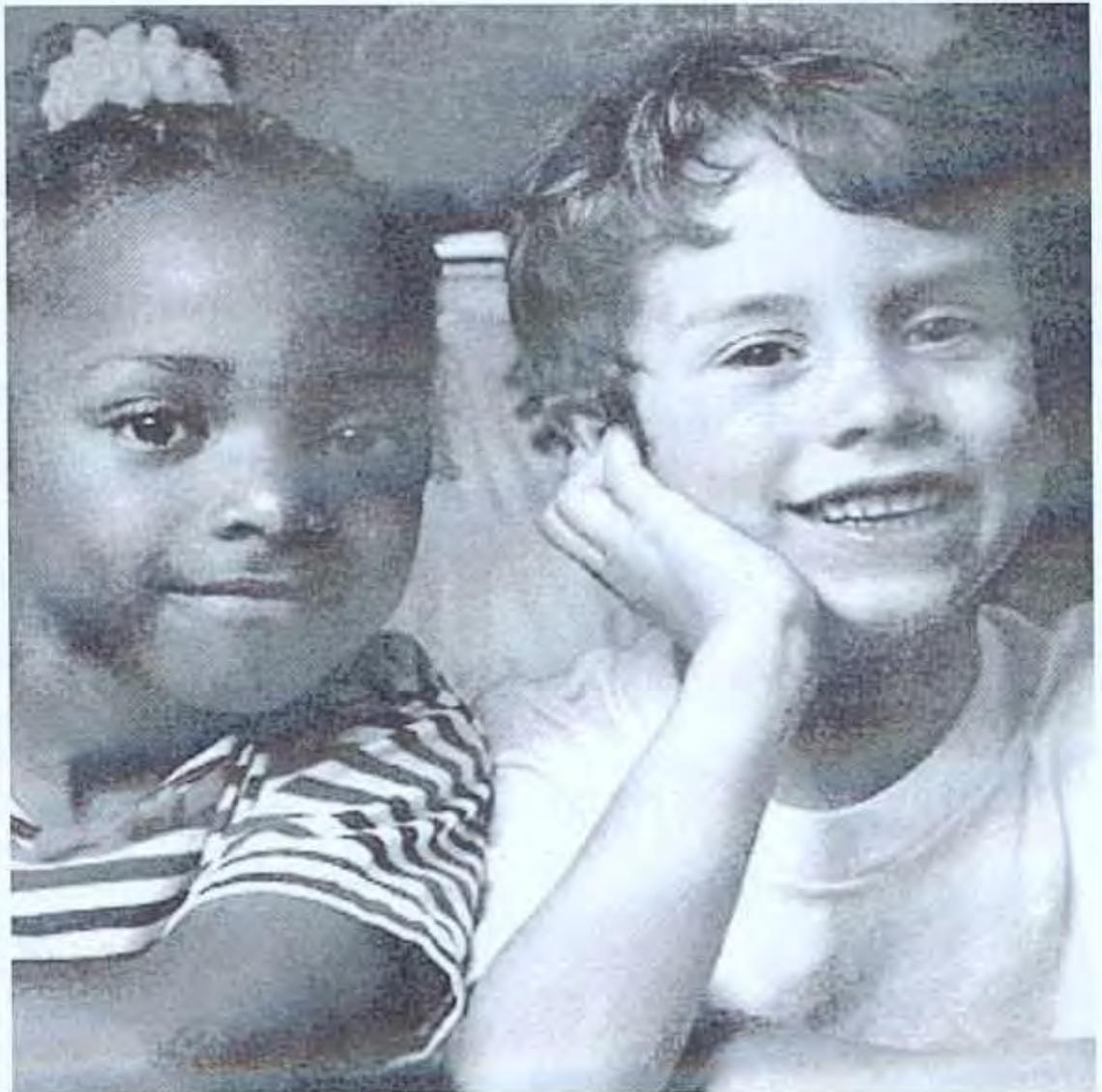
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## GRADE LEVEL CONTENT EXPECTATIONS



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## Grade Two

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grade Two

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

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Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.

Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.

Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.

Build functional knowledge and skills, from year to year, that are developmentally appropriate;

Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

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## Overview of the Content Expectations

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The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### *Michigan Health Education Content Standards (2006)*

- |                              |   |
|------------------------------|---|
| <b>1. Core Concepts</b>      | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| <b>2. Access Information</b> | All students will access valid health information and appropriate health promoting products and services.                                 |
| <b>3. Health Behaviors</b>   | All students will practice health enhancing behaviors and avoid or reduce health risks.   |
| <b>4. Influences</b>         | All students will analyze the influence of family, peers, culture, media, and technology on health.                                       |
| <b>5. Goal Setting</b>       | All students will use goal setting skills to enhance health.  |
| <b>6. Decision Making</b>    | All students will use decision-making skills to enhance health.   |
| <b>7. Social Skills</b>      | All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| <b>8. Advocacy</b>           | All students will demonstrate advocacy skills for enhanced personal, family, and community health.  |

*Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.*



## STRAND : NUTRITION AND PHYSICAL ACTIVITY

### **Standard 1: Core Concepts**

- 1.1 Explain the importance of eating a variety of foods from all of the food groups.
- 1.2 Classify foods into food groups.
- 1.3 Identify characteristics of combination foods.
- 1.4 Identify characteristics of foods that should be limited.

### **Standard 3: Health Behaviors**

- 1.5 Provide examples of combination foods.
- 1.6 Provide examples of foods that should be limited.
- 1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.



## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

### **Standard 1: Core Concepts**

- 2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.
- 2.2 Describe the impact of using tobacco, including that it is addictive.
- 2.3 Describe the impact of consuming food or beverages that contain caffeine.
- 2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.

### **Standard 3: Health Behaviors**

- 2.5 Suggest alternative foods and beverages that are caffeine free.
- 2.6 Demonstrate strategies to avoid exposure to secondhand smoke.



## STRAND 3: SAFETY

### **Standard 1: Core Concepts**

- 3.1 Describe safety precautions when in or near water.
- 3.2 Identify appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

### **Standard 2: Access Information**

- 3.4 Demonstrate how to ask a trusted adult for help.

### **Standard 3: Health Behaviors**

- 3.5 Apply wheeled recreation rules.
- 3.6 Demonstrate the use of wheeled recreation safety gear.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.



## **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

### ***Standard 1: Core Concepts***

- 4.1 Identify caring touch as a comforting and important part of positive relationships.
- 4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.
- 4.3 Describe situations that may elicit mixed emotions.

### ***Standard 2: Access Information***

- 4.4 Identify people who can help make decisions and solve problems.

### ***Standard 6: Decision Making***

- 4.5 Explain the decision making and problem solving steps.
- 4.6 Demonstrate the ability to make a decision or solve a problem using the steps.

### ***Standard 7: Social Skills***

- 4.7 Demonstrate ways to show respect for feelings, rights, and property of others.
- 4.8 Demonstrate effective listening and attending skills.
- 4.9 Recognize and express appropriately a variety of personal feelings.
- 4.10 Demonstrate the ability to manage strong feelings, including anger.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

### ***Standard 3: Health Behaviors***

- 5.1 Demonstrate skills throughout the day to reduce the spread of germs.



**Michigan Department of Education**  
Grants Coordination and School Support  
Mary Ann Chartrand, Director  
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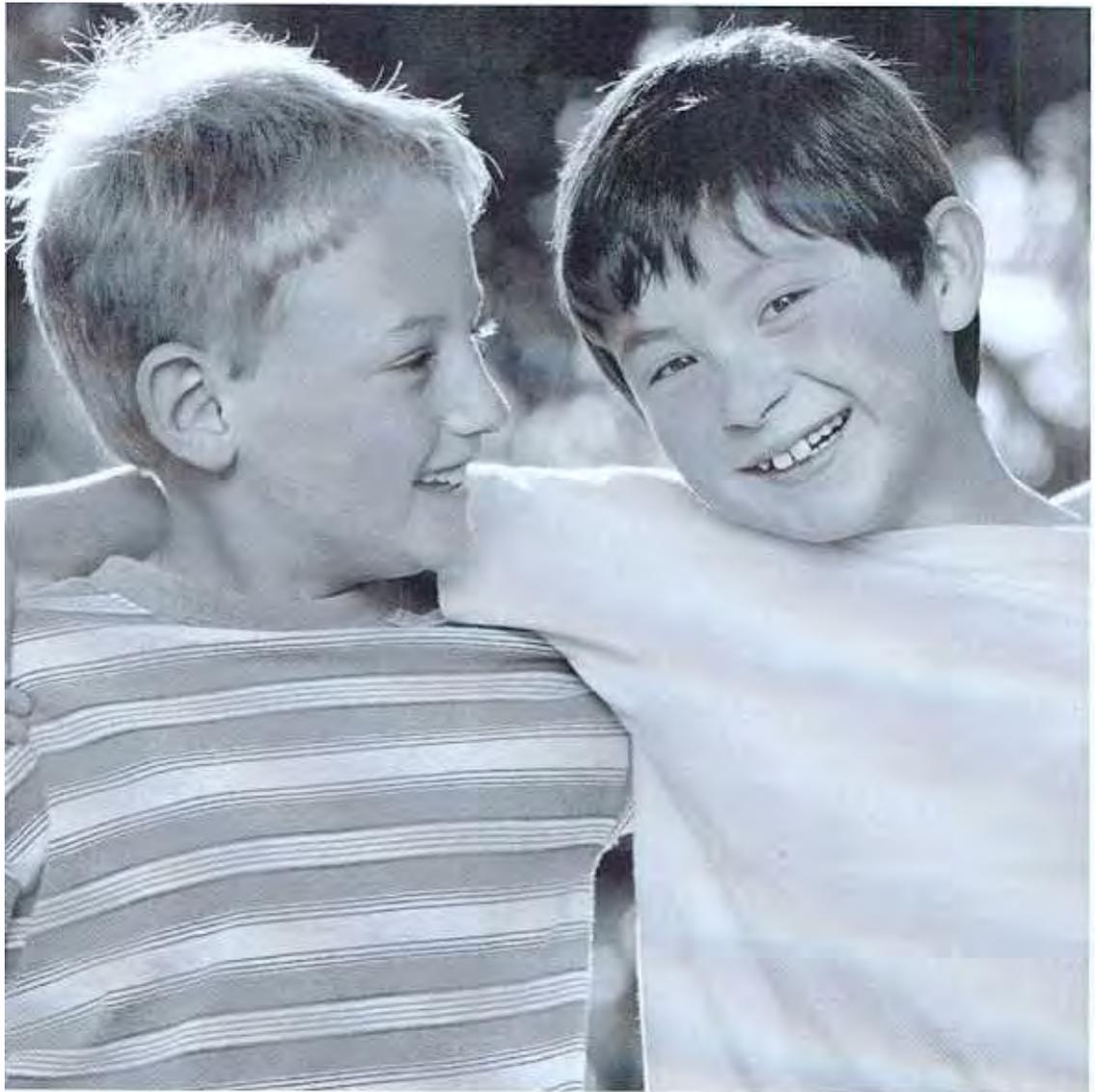
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GRADE LEVEL CONTENT EXPECTATIONS



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## Grade Three

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grade Three

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.

Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.

Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.

Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.

Build functional knowledge and skills, from year to year, that are developmentally appropriate;

Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health<sup>®</sup> Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### **Michigan Health Education Content Standards (2006)**

- |                              |   |
|------------------------------|---|
| <b>1. Core Concepts</b>      | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| <b>2. Access Information</b> | All students will access valid health information and appropriate health promoting products and services.                                 |
| <b>3. Health Behaviors</b>   | All students will practice health enhancing behaviors and avoid or reduce health risks.   |
| <b>4. Influences</b>         | All students will analyze the influence of family, peers, culture, media, and technology on health.                                       |
| <b>5. Goal Setting</b>       | All students will use goal setting skills to enhance health.  |
| <b>6. Decision Making</b>    | All students will use decision-making skills to enhance health.   |
| <b>7. Social Skills</b>      | All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| <b>8. Advocacy</b>           | All students will demonstrate advocacy skills for enhanced personal, family, and community health.  |

*Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.*

**STRAND 1: NUTRITION AND PHYSICAL ACTIVITY****Standard 1: Core Concepts**

- 1.1 Explain the benefits of healthy eating and being physically active.
- 1.2 Describe the importance of choosing a variety of ways to be physically active.

**Standard 4: Influences**

- 1.3 Explain strategies used to advertise food products.
- 1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

**Standard 5: Goal Setting**

- 1.5 Describe the elements of a physical activity plan.
- 1.6 Develop a personal plan to be physically active.

**STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS****Standard 1: Core Concepts**

- 2.1 Describe the short- and long-term effects of alcohol use, including addiction.
- 2.2 Describe the short- and long-term effects of using tobacco.

**Standard 3: Health Behaviors**

- 2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.
- 2.4 Describe actions to take in a poison emergency.
- 2.5 Explain rules for safe use of medicines and household products including those that can be inhaled.

**Standard 4: Influences**

- 2.6 Explain how family and peers can influence choices about using alcohol and other drugs.
- 2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.

**Standard 7: Social Skills**

- 2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.
- 2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.

**STRAND 3: SAFETY****Standard 1: Core Concepts**

- 3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.
- 3.2 Explain how booster seats and safety belts help passengers to stay safe.
- 3.3 Describe characteristics of safe and unsafe places.

**Standard 2: Access Information**

- 3.4 Describe how to access help when feeling threatened.

**Standard 3: Health Behaviors**

- 3.5 Describe safe and unsafe behaviors of occupants in vehicles.
- 3.6 Demonstrate the proper wearing of a safety belt.
- 3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.
- 3.8 Analyze environments to determine whether they are safe places.

**Standard 4: Influences**

- 3.9 Analyze how one can influence safety belt and booster seat use of others.



## **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

### **Standard 1: Core Concepts**

- 4.1 Explain the benefits of positive friendships.
- 4.2 Describe the characteristics of positive role models.
- 4.3 Recognize that each person has unique talents and skills.

### **Standard 3: Health Behaviors**

- 4.4 Describe ways people help each other.
- 4.5 Describe a unique talent or skill of oneself and one other person.
- 4.6 Explain ways to show acceptance of differences.

### **Standard 4: Influences**

- 4.7 Analyze how friends influence others' behavior and well-being.

### **Standard 7: Social Skills**

- 4.8 Demonstrate ways to express appreciation.
- 4.9 Demonstrate strategies for keeping positive friends.
- 4.10 Demonstrate how to confront annoying behavior.

### **Standard 8: Advocacy**

- 4.11 Demonstrate the ability to support and respect people with differences.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

### **Standard 1: Core Concepts**

- 5.1 Explain the physical, emotional, and social importance of keeping the body clean.

### **Standard 3: Health Behaviors**

- 5.2 Describe strategies to keep the body clean.

### **Standard 5: Goal Setting**

- 5.3 Develop a plan to keep the body clean.



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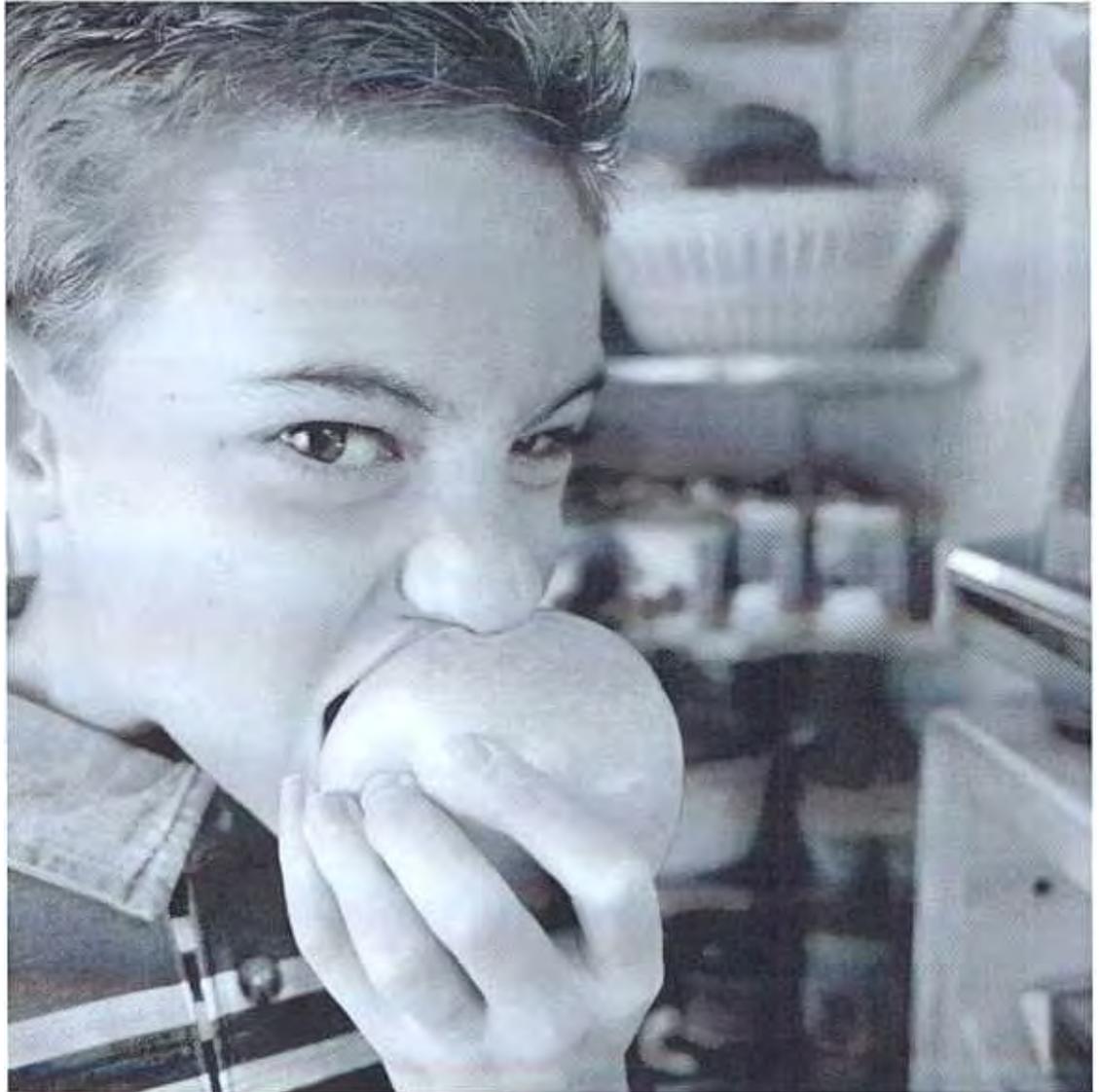
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## GRADE LEVEL CONTENT EXPECTATIONS



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# Grade Four

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grade Four

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and HIV/STI prevention. Growth and Development is recommended, but not mandated.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.

- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.

- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.

- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.

- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, as developmentally appropriate.

- Build functional knowledge and skills, from year to year, that are developmentally appropriate;

- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

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