



## STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

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

- 1.1 Describe the food groups, including recommended amounts to eat from each group.
- 1.2 Analyze the relationship of physical activity, rest, and sleep.
- 1.3 Explain why some food groups have a greater number of recommended servings than other food groups.
- 1.4 Associate recommended food quantities to the sizes of common items.
- 1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

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

- 1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
- 1.7 Describe strategies people use to consume the appropriate quantity of food to meet their individual nutrient needs.

### **Standard 4: Influences**

- 1.8 Analyze examples of food advertising.

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

- 1.9 Develop a plan for eating the recommended amounts of food for one day.



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

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

- 2.1 Describe the short- and long- term physical effects of being exposed to tobacco smoke.
- 2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.
- 2.3 Explain the positive outcomes of not using alcohol.

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

- 2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

### **Standard 4: Influences**

- 2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.
- 2.6 Explain how decisions about alcohol use will impact relationships with friends and family.
- 2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

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

- 2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.



## **STRAND 3: SAFETY**

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

- 3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the internet.
- 3.2 Explain the importance of respecting personal space and boundaries.
- 3.3 Identify appropriate 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 how to ask a trusted adult for help.
- 3.6 Demonstrate how to access emergency services, such as by calling “911,” including what to say when accessing such services.

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

- 3.7 Apply strategies to prevent fires and burns.
- 3.8 Develop and practice a home fire escape plan.
- 3.9 Apply strategies to stay safe and prevent injury when home alone.
- 3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.
- 3.11 Apply strategies to stay safe when using the internet.
- 3.12 Apply strategies to avoid personally unsafe situations.
- 3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

### **Standard 4: Influences**

- 3.14 Analyze how one influences the safety of others when adult supervision is not present.



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

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

- 4.1 Describe the effect of teasing and bullying on others.

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

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

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

- 4.3 Apply the use of positive self-talk to manage feelings.
- 4.4 Describe strategies to manage strong feelings, including anger.

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

- 4.5 Identify decision making and problem solving steps.
- 4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

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

- 4.7 Describe characteristics and steps of conflict resolution.
- 4.8 Apply the steps of conflict resolution.
- 4.9 Demonstrate non-violent conflict resolution strategies.
- 4.10 Explain what to do if you or someone else is being teased or bullied.
- 4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.
- 4.12 Demonstrate the ability to confront bullying and teasing.



## STRAND 5: PERSONAL HEALTH AND WELLNESS

### Standard 3: Health Behaviors

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



## STRAND 6: HIV PREVENTION

*(Note: This content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education.)*

### Standard 1: Core Concepts

- 6.1 Define HIV and AIDS.  
6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.  
6.3 Explain how HIV is and is not transmitted.

### Standard 3: Health Behaviors

- 6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.



## STRAND 7: GROWTH AND DEVELOPMENT

*(Note: Growth and Development is RECOMMENDED, but not mandated, to be taught. Course content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education.)*

### Standard 1: Core Concepts

- 7.1 Explain that puberty and development can vary considerably and still be normal.  
7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g. showering, deodorant, use of sanitary products, athletic supporters).  
7.3 Describe social changes during puberty (e.g. changes in friendships, crushes/attractions, changing expectations of parents/adults).  
7.4 Describe emotional changes during puberty (e.g. mood shifts).  
7.5 Describe physical changes that occur during puberty (e.g. body hair, body odor, voice, body shape, strength, hormones, menstruation).

### Standard 2: Access Information

- 7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.

### Standard 3: Health Behaviors

- 7.7 Develop plans to maintain personal hygiene during puberty.



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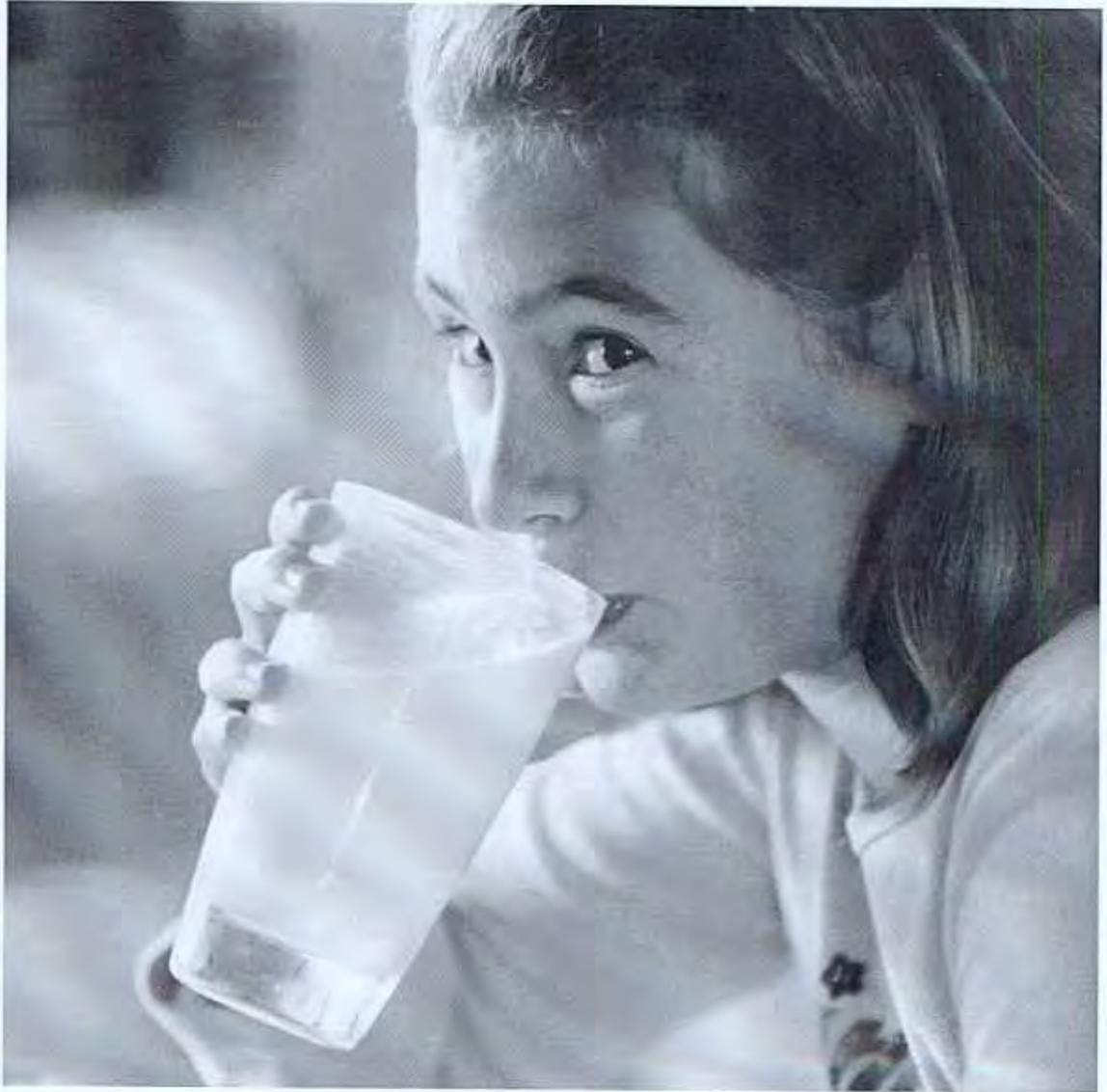
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GRADE LEVEL CONTENT EXPECTATIONS



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## Grade Five

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

## 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

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 general nutrients the body needs.
- 1.2 Describe guidelines to follow for healthy eating.
- 1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
- 1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

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

- 1.5 Interpret information provided on food labels.

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

- 1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
- 1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.



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

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

- 2.1 Identify poison safety rules for household products.
- 2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.
- 2.3 Describe health benefits of abstaining from or stopping tobacco use.
- 2.4 Recognize that it is hard to stop using tobacco.
- 2.5 Compute the economic cost of tobacco use.
- 2.6 Explain school policies and community laws related to the sale and use of tobacco products.
- 2.7 Describe how use of alcohol and other drugs impairs safe driving.

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

- 2.8 Apply effective strategies to avoid exposure to inhalants.
- 2.9 Apply strategies to avoid riding with an impaired driver.

### **Standard 4: Influences**

- 2.10 Analyze the accuracy of information conveyed in the media about tobacco use.
- 2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.
- 2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

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

- 2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

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

- 2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant and other drug use.



## **STRAND 3: SAFETY**

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

- 3.1 Explain the importance of respecting personal space and boundaries.
- 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.
- 3.4 Describe hazards related to sun, water, and ice.

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

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

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

- 3.6 Analyze situations to predict safety hazards when home alone and in public places.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Apply strategies to be safe in the sun and when around water and ice.

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

- 3.9 Develop plans to stay safe when home alone and in public places.

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

- 3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.



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

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

- 4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

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

- 4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

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

- 4.3 Demonstrate strategies to manage strong feelings.
- 4.4 Predict situations that might lead to trouble, including violence.
- 4.5 Demonstrate strategies to avoid situations that might lead to trouble.
- 4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

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

- 4.7 Set a personal goal and plan the steps necessary to achieve the goal.

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

- 4.8 Identify people who can help make decisions and solve problems.
- 4.9 Identify decision making and problem solving steps.
- 4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

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

- 4.11 Demonstrate effective listening strategies.
- 4.12 Demonstrate how to communicate assertively.
- 4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

### **Standard 8: Advocacy**

- 4.14 Advocate for a caring school environment.



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

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

5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.

### **Standard 4: Influences**

5.2 Analyze media influences related to hygiene products.

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

5.3 Develop a plan to keep the body clean.



## **STRAND 6: HIV PREVENTION**

*(Note: This content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education.)*

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

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Describe how HIV is and is not transmitted.

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

6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.



## **STRAND 7: GROWTH AND DEVELOPMENT**

*(Note: Growth and Development is RECOMMENDED, but not mandated, to be taught. Course content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education.)*

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

- 7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.
- 7.2 Explain social changes during puberty (e.g. changes in friendships, crushes/attractions, changing expectations of parents/adults).
- 7.3 Explain emotional changes during puberty (e.g. mood shifts).
- 7.4 Explain physical changes that occur during puberty (e.g. body hair, body odor, voice, body shape, strength, hormones, menstruation).
- 7.5 Define and identify basic male and female reproductive anatomy using scientific names.
- 7.6 Identify the functions of sperm and egg cells in human reproduction.
- 7.7 Describe how sperm cells are produced.
- 7.8 Describe the menstrual cycle and its potential for human reproduction.
- 7.9 Describe the functions of basic male and female reproductive anatomy.

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

- 7.10 Identify potential resources (e.g., parents, teachers and other trusted adults) that can provide accurate information about puberty.

### **Standard 4: Influences**

- 7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.



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## GRADE LEVEL CONTENT EXPECTATIONS

# HEALTH EDUCATION



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## Grade Six

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

## 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 the prevention of sexual behaviors leading to HIV/STI infections or pregnancy.

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

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 : NUTRITION AND PHYSICAL ACTIVITY

### Standard 1: Core Concepts

- 1.1 Analyze the benefits of healthy eating and being physically active.
- 1.2 Identify the causes of foodborne illness.
- 1.3 Explain how weight management is influenced by healthy eating and being physically active.

### Standard 3: Health Behaviors

- 1.4 Analyze food handling practices to prevent foodborne illnesses.
- 1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.
- 1.6 Describe environmental influences that encourage or discourage physical activity.
- 1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.
- 1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.

### RECOMMENDED

- 1.9 Describe the relationship of self perception, body image, body weight, and physical activity.
- 1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.



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

### Standard 1: Core Concepts

- 2.1 Explain the short- and long-term effects of alcohol and marijuana use.
- 2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.
- 2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.
- 2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.
- 2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

### Standard 2: Access Information

- 2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use.

### Standard 3: Health Behaviors

- 2.7 Make a commitment to be alcohol, tobacco and drug-free.
- 2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.
- 2.9 Identify strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.

### Standard 4: Influences

- 2.10 Analyze family, peer, societal and media influences on tobacco, alcohol, and other drug use.

### Standard 7: Social Skills

- 2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.
- 2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.

## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS (CONTINUED)

### RECOMMENDED

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

- 2.13 Describe the negative health effects of caffeine, tobacco and diet pills on rest, stress, athletic performance, and weight management.

#### **Standard 4: Influences**

- 2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.  
2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.

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

- 2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol and other drugs.



## STRAND 3: SAFETY

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

- 3.1 Explain how safety belts help passengers to stay safe.  
3.2 Describe safety hazards related to using the internet.  
3.3 Identify appropriate and inappropriate touch.  
3.4 Explain the importance of respecting personal space and boundaries.  
3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

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

- 3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the internet.

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

- 3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.  
3.8 Identify strategies to avoid unsafe situations.  
3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.  
3.10 Describe the procedure for reporting the presence of weapons at school.  
3.11 Demonstrate the ability to escape safety hazards in public places.  
3.12 Apply school rules and procedures to hypothetical school crisis situations.  
3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.  
3.14 Apply strategies to stay safe when using the internet.

#### **Standard 4: Influences**

- 3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.

### RECOMMENDED

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

- 3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.  
3.17 Advocate for others to stay safe when using the internet.



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

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

4.1 Describe some common causes of stress, and the health effects of stress.

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

4.2 Analyze the importance of getting help from an adult when it is needed.

4.3 Identify people who can help make decisions and solve problems for oneself or one's friends.

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

4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

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

4.5 Use practical strategies to develop a personal plan for stress management.

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

4.6 Describe the decision making and problem solving steps.

4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

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

4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

4.9 Demonstrate the ability to use the steps of conflict resolution.

4.10 Demonstrate effective listening strategies.

4.11 Demonstrate the ability to use assertive communication skills appropriately.

## **RECOMMENDED**

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

4.12 Analyze how friendships may involve positive and negative risks.

4.13 Explain the difference between angry feelings and angry behavior.

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

4.14 Demonstrate the ability to express appreciation.



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

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

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



## **STRAND 6: HIV PREVENTION**

*See the Health Education Content Expectations for Grade 5 and Grades 7-8.*



## **STRAND 7: SEXUALITY EDUCATION**

*(Note: Sex education is RECOMMENDED, but not mandated, to be taught. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education. If the district chooses to offer sex education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these Guidelines. For the specific language of the law, see Section 380.1507b of the Michigan Compiled Laws at [www.michiganlegislature.org](http://www.michiganlegislature.org).)*

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

- 7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boy friend or girl friend.
- 7.2 Identify changes in physical maturation during puberty as they relate to the physical capacity for human reproduction.
- 7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.
- 7.4 Define abstinence from sex.
- 7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.

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

- 7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

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

- 7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.
- 7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.

### **Standard 4: Influences**

- 7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.

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

- 7.10 Develop personal short- and long-term goals that support abstinence.

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

- 7.11 Demonstrate how to communicate one's level of readiness to be a boy friend or girl friend.
- 7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.
- 7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.



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GRADE LEVEL CONTENT EXPECTATIONS



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## Grades Seven and Eight

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# Welcome to Michigan's Health Education Content Standards and Expectations for Grades Seven and Eight

## 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 for middle school: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and the prevention of sexual behaviors leading to HIV/STI infections and pregnancy.

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

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.

These expectations are intended to be used over two years, in grades seven and eight. Local districts may determine the best way to divide the expectations according to the needs of the students of the district.

### **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 I: NUTRITION AND PHYSICAL ACTIVITY

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

- 1.1 Summarize the benefits of eating healthfully and being physically active; and the potential consequences of not doing so.
- 1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.
- 1.3 Explain the importance of keeping the body hydrated, especially during physical activity.

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

- 1.4 Use nutrition information on food labels to compare products and select food for specific dietary goals.
- 1.5 Determine the accuracy of health claims on food packages and advertisements in order to identify foods that have the most nutritional value.
- 1.6 Demonstrate the ability to access valid sources of information about healthy weight management and eating disorders.

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

- 1.7 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.
- 1.8 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.
- 1.9 Identify moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

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

- 1.10 Assess personal barriers to eating healthfully and being physically active, and develop practical solutions to remove these barriers.
- 1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

## RECOMMENDED

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

- 1.12 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.

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

- 1.13 Describe how to access nutrition information about foods offered in restaurants in one's community.

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

- 1.14 Evaluate the availability of nutritious foods in the school cafeteria.
- 1.15 Demonstrate the ability to use safety equipment for physical activity.

### **Standard 4: Influences**

- 1.16 Analyze the influence of television, computer, and video games on physical activity behavior.

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

- 1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthful.

### **Standard 8: Advocacy**

- 1.18 Advocate for the availability of appealing, nutritionally balanced lunches in the school cafeteria.
- 1.19 Demonstrate the ability to persuade peers to eat healthfully and be physically active.



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

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

- 2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.

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

- 2.2 Identify and locate sources of accurate health information and assistance in one's school and community regarding alcohol, tobacco, and other drug use.

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

- 2.3 Identify healthy ways for young people to meet personal needs without using tobacco, alcohol, or other drugs, and make a personal commitment to remain drug-free.
- 2.4 Recognize situations that may lead to trouble in order to protect oneself and others from alcohol, tobacco, and other drug use.

### **Standard 4: Influences**

- 2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco or other drugs.
- 2.6 Identify personal needs young people might try to meet by using tobacco, alcohol, or other drugs.

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

- 2.7 Apply problem solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

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

- 2.8 Demonstrate effective refusal skills to counter pressure to use tobacco, alcohol, or other drugs.

## **RECOMMENDED**

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

- 2.9 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.
- 2.10 Demonstrate effective skills to avoid hazards due to another's use, including avoiding second-hand smoke and riding in a car with someone who has been using alcohol or other drugs.

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

- 2.11 Demonstrate ways to support people who are abstaining, and those who are trying to quit tobacco, alcohol, or other drug use.
- 2.12 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.



## **STRAND 3: SAFETY**

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

- 3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.
- 3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.
- 3.3 Describe the extent of the problem of dating abuse, assault, and rape.
- 3.4 Define the legal consequences of sexual harassment and violence.

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

- 3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations.
- 3.6 Explain where help can be located and how to access it for self or others.

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

- 3.7 Evaluate potential responses to violence to determine the probability of a safe outcome.
- 3.8 Describe strategies to stay safe when using the internet.
- 3.9 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.
- 3.10 Recognize warning signs of potential danger in relationships.

### **Standard 4: Influences**

- 3.11 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.

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

- 3.12 Establish personal boundaries, and effectively communicate them to others.
- 3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.

## **RECOMMENDED**

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

- 3.14 Demonstrate skills to avoid or escape a potentially violent dating situation.
- 3.15 Demonstrate the ability to properly use a variety of safety gear.
- 3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the safety risk.
- 3.17 Commit to taking individual action to promote peace.

### **Standard 4: Influences**

- 3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females.

### **Standard 8: Advocacy**

- 3.19 Advocate for changes in home, school, or community environments that would increase safety.



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

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

- 4.1 Distinguish between passive, aggressive, and assertive communication.
- 4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.

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

- 4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.
- 4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
- 4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.

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

- 4.6 Describe the signs and symptoms of stress.
- 4.7 Demonstrate the ability to use stress management techniques.

### ***Standard 4: Influences***

- 4.8 Explain internal and external factors that help to determine how one acts toward others.
- 4.9 Demonstrate using the problem solving steps to solve a problem.

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

- 4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (i.e., cultural differences, disabilities, gender, and sexual orientation).
- 4.11 Demonstrate the ability to use assertive communication skills.
- 4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

## **RECOMMENDED**

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

- 4.13 Describe essential character traits needed for personal success and well being.

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

- 4.14 Apply skills to manage strong feelings.

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

- 4.15 Apply character traits during the process of making a decision.

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

- 4.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.

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

- 4.17 Advocate for a school environment in which everyone treats each other with caring and respect.



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

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

- 5.1 Describe the importance of rest and sleep for personal health.
- 5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.

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

- 5.3 Demonstrate the ability to access school and community resources related to personal health issues and concerns.

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

- 5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.
- 5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).
- 5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.
- 5.7 Demonstrate the proper steps to protect against harm from the sun.

### ***Standard 4: Influences***

- 5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.

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

- 5.9 Create a plan to incorporate adequate rest and sleep in daily routines.

## **RECOMMENDED**

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

- 5.10 Locate resources for first aid information and training.
- 5.11 Demonstrate the ability to access information about personal health products (deodorant, shampoo, sun screen, dental care products).

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

- 5.12 Identify strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.

### ***Standard 4: Influences***

- 5.13 Analyze the influence of media on selection of personal health care products.



## **STRAND 6: HIV PREVENTION**

*(Note: Course content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education.)*

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

- 6.1 Explain how HIV is and is not transmitted.
- 6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

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

- 6.3 Identify sources of accurate information and assistance in one's community.

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

- 6.4 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- 6.5 Analyze situations where communication and refusal skills can be used to avoid and escape risky situations.
- 6.6 Identify when it is important to get adult, medical, and/or counseling help.



## **STRAND 7: SEXUALITY EDUCATION**

*(Note: Sex education is RECOMMENDED, but not mandated, to be taught. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's policies on teaching sex education. If the district chooses to offer sex education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these Guidelines. For the specific language of the law, see Section 380.1507b of the Michigan Compiled Laws at [www.michiganlegislature.org](http://www.michiganlegislature.org).)*

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

- 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

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

- 7.2 Set personal boundaries and limits related to physical intimacy and sexual behavior.
- 7.3 Demonstrate skills to avoid and escape risky situations.

### **Standard 4: Influences**

- 7.4 Examine viewpoints of parents and other trusted adults regarding limits on sexual behavior.
- 7.5 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

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

- 7.6 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

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

- 7.7 Demonstrate the ability to communicate one's behavioral limits.
- 7.8 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.
- 7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

### **Standard 8: Advocacy**

- 7.10 Demonstrate the ability to be positive peer role models in the school and community.



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