

Grade Level Content Expectations (GLCEs) and Michigan Merit Curriculum Credit Guidelines for Health Education

Adopted by the State Board of Education, February 2007

Strands 6 and 7:

HIV Prevention (Grades 4-12)
Growth and Development (Grades 4-5)
Sexuality Education (Grades 7-12)

Note: *The following are excerpts of larger documents—the Health Education GLCEs for grades K-8 and the Health Education Michigan Merit Curriculum Credit Guidelines for grades 9-12. Both the GLCEs and the Credit Guidelines cover all seven major content strands within health education. The complete documents are available online at www.michigan.gov/healthed.*

Grade 4

STRAND 6: HIV PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

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 board policies and approved curriculum.)

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, and athletic supporters).
- 7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and 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, and 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.

Grade 5

STRAND 6: HIV PREVENTION

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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: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)

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, and 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, and menstruation).
- 7.5 Define and identify basic male and female reproductive anatomy using scientific names.
- 7.6 Define 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 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.

Standard 4: Influences

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

Grade 6

STRAND 6: HIV AND STIS PREVENTION

See the Health Education Content Expectations for Grade 5 and Grades 7-8 at www.michigan.gov/healthed<<http://www.michigan.gov/healthed>>.

STRAND 7: SEXUALITY EDUCATION

(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at 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 boyfriend or girlfriend.

7.2 Identify changes in physical maturation during puberty as it relates 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 boyfriend or girlfriend.

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.

Grades 7 - 8

STRAND 6: HIV AND STIS PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

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 Explain when it is important to get adult, medical, and/or counseling help.
- 6.4 Describe sources of accurate information and assistance in one's community.

Standard 3: Health Behaviors

- 6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- 6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

STRAND 7: SEXUALITY EDUCATION

(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

- 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.
- 7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

Standard 3: Health Behaviors

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

Standard 4: Influences

- 7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.
- 7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

Standard 5: Goal Setting

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

Standard 7: Social Skills

- 7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others 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.

Grades 9 - 12

STRAND 6: HIV AND OTHER STIs PREVENTION

Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.

Standard 1: Core Concepts

- 6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.
- 6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.
- 6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.

Standard 2: Access Information

- 6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.

Standard 3: Health Behaviors

- 6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- 6.6 Evaluate one's personal perception of risk for HIV and other STIs.

Standard 7: Social Skills

- 6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.

RECOMMENDED

Standard 7: Social Skills

- 6.8 Demonstrate acceptance for individuals living with HIV.

STRAND 7: SEXUALITY EDUCATION

Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality 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 Sections 380.1507, 380.1507a, and 380.1507b of the Michigan Compiled Laws at www.michiganlegislature.org.

Standard 1: Core Concepts

- 7.1 Summarize and explain laws related to the sexual behavior of young people.
- 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
- 7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.

Standard 2: Access Information

- 7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.

Standard 3: Health Behaviors

7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.

Standard 4: Influences

7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.

Standard 5: Goal Setting

7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.

Standard 6: Decision Making

7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.

Standard 7: Social Skills

7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.

Critical Health Content Areas

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 (STIs) occur among teenagers, and one in four Michigan high school students report having consumed five or more drinks in a row during the previous month. The CDC recommends that the following critical behavioral areas be emphasized in an effective health education program for high 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, STIs, and pregnancy.

State Board of Education Policies

In its *Policy on Comprehensive School Health Education* (2004), the State Board of Education addresses these risks by recommending 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.
- 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, STIs, 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 *Policy to Promote Health and Prevent Disease and Pregnancy* (2003), adopted by the State Board of Education, acknowledges that effective sexuality programs are best implemented in the context of Comprehensive School Health Education. Therefore, the above recommendations also apply to sexuality education. In addition, the *Policy to Promote Health and Prevent Disease and Pregnancy* recommends that sexuality education programs:

- Are consistent with school and community standards and support positive parent/child communication and guidance.
- Include medically accurate and current information.
- Stress abstinence from risky sexual behavior as the only certain way to avoid HIV, other STIs, and pregnancy; instruction also needs to address methods to reduce risks for HIV, other STIs, and unintended pregnancy.
- Be planned to meet the prevention needs of all students, with due attention to those who might be at greater risk for HIV, other STIs, and pregnancy.
- Are initiated early, before students reach the age when they may adopt risky behaviors, and be reinforced throughout middle and high school.
- Center on a positive, healthy definition of sexual health rather than one that focuses only on avoiding negative outcomes.

To access the complete *Policy on Comprehensive School Health Education* (2004) and *Policy to Promote Health and Prevent Disease and Pregnancy* (2003), go to the Michigan Department of Education (MDE) website, www.michigan.gov/mde, click "State Board of Education", click "Policies", and click the year the policy was passed.

The Grade Level Content Expectations and Credit Guidelines for Health Education are intended to help schools address these recommendations. Critical health content areas are organized in the Guidelines by strand, as follows:

Strand 1: Nutrition and Physical Activity

Strand 2: Alcohol, Tobacco, and Other Drugs

Strand 3: Safety

Strand 4: Social and Emotional Health

Strand 5: Personal Health and Wellness

Strand 6: HIV Prevention

Strand 7: Sexuality Education

Content Standards

Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. All students will show competence in the following eight health education content standards:

Standard 1: Core Concepts

Apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

Standard 2: Access Information

Access valid health information and appropriate health promoting products and services.

Standard 3: Health Behaviors

Practice health enhancing behaviors and reduce health risks.

Standard 4: Influences

Analyze the influence of cultural beliefs, media, and technology on health.

Standard 5: Goal Setting

Use goal setting skills to enhance health.

Standard 6: Decision Making

Use decision-making skills to enhance health.

Standard 7: Social Skills

Demonstrate effective interpersonal communication and other social skills which enhance health.

Standard 8: Advocacy

Demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in the Credit Guidelines for Health Education as a whole, not all standards will be addressed in each strand.