



The Curricular Framework of the *Michigan Model for Health*® Grades K-6 Revision

Alcohol, Tobacco & Other Drugs - Tobacco						
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	State that all forms of tobacco products contain the harmful chemicals including the drug nicotine. (CC)	State that all forms of tobacco products contain the harmful chemicals including the drug nicotine. (CC)				
		Describe nicotine as a drug that changes how a person feels and should be avoided. (CC)	Identify the short- and long-term physical effects of using tobacco. (CC)	Describe the short- and long- term physical effects of being exposed to tobacco smoke. (CC)	Describe the short- and long- term physical effects of using tobacco. (CC)	Explain that using tobacco, caffeine, or pills is an unhealthy way to manage weight or stress. (CC)
		State that using tobacco is addictive. (CC)			Describe the health benefits of abstaining from or discontinuing tobacco use. (CC)	Describe how using tobacco could hurt ones' goals for physical fitness and athletic performance. (CC)

National Health Education Standards: CC (Core Concepts); AI (Accessing Information); SM (Self Management); INF (Analyzing Influences); COM (Interpersonal Communication); DM (Decision-Making); GS (Goal Setting); AV (Advocacy). *Some standards are addressed at higher grades.*

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	Identify strategies to avoid exposure to secondhand smoke. (SM)	Describe strategies to avoid exposure to secondhand smoke. (SM)		Demonstrate the ability to avoid exposure to secondhand smoke. (SM)		
		Demonstrate the ability to avoid exposure to secondhand smoke. (SM)				Compute the economic cost of tobacco use. (CC)
			Identify various strategies used in the media that encourage or discourage tobacco use. (INF)	Identify various strategies used in the media that encourage and discourage the use of tobacco. (INF)	Analyze the accuracy of information conveyed in the media about tobacco use. (INF)	Analyze the accuracy of information conveyed in the media about tobacco use. (INF)
				Apply advertising strategies to communicate accurate information about the effects of tobacco use and secondhand smoke. (INF)	Analyze the positive and negative choices a person can make about using tobacco and how these choices can affect friends and family. (INF and DM)	Identify positive and negative family, peer and societal influences on tobacco use. (INF)
					Explain school policies and community laws related to the sale and use of tobacco products. (CC)	Explain school policies and community laws related to the sale and use of tobacco products. (CC)
						Explain that most young people choose not to use tobacco. (CC and INF)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			Identify effective refusal strategies. (SM)		Describe effective and ineffective strategies to refuse pressure to use tobacco, inhalants, and other drugs. (COM)	Make a commitment to be tobacco free. (SM)
			Demonstrate verbal and non-verbal ways to refuse tobacco use. (COM)		Demonstrate verbal and non-verbal ways to refuse drug use and exposure to dangerous fumes. (COM)	Identify people in school and in the community who can help prevent tobacco use or help others stop using tobacco. (AI)
					Recognize that it is hard to stop using tobacco. (CC)	Demonstrate ways to support friends and family members who are trying to stop smoking. (INF and COM)

PUBLICATION SCHEDULE FOR MICHIGAN MODEL FOR HEALTH® REVISION

Grade level	Subject	Estimated Publication Date
Grade 5	All Content Areas, including ATOD	December 2006
Grade 4	All Content Areas, including ATOD	December 2006
Grade 3	All Content Areas, including ATOD	August 2007
Grade 2	All Content Areas, including ATOD	August 2007
Grade 1	All Content Areas, including ATOD	January 2008
Kindergarten	All Content Areas, including ATOD	January 2008
Grade 6	All Content Areas, including ATOD	May 2008