

# GRADE LEVEL CONTENT EXPECTATIONS

# HEALTH EDUCATION



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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 infections, 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 healthy 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. For help in using the *Michigan Model for Health®* to meet these content expectations, contact your regional Comprehensive School Health Coordinator.

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

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|------------------------------|---|
| <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 healthy eating, being physically active, and keeping the body hydrated, 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.

**Standard 2: Access Information**

- 1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.
- 1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.
- 1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.

**Standard 3: Health Behaviors**

- 1.6 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.
- 1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.
- 1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

**Standard 4: Influences**

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

**Standard 5: Goal Setting**

- 1.10 Assess personal barriers to healthy eating 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.

**Standard 8: Advocacy**

- 1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.

**RECOMMENDED****Standard 1: Core Concepts**

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

**Standard 2: Access Information**

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

**Standard 3: Health Behaviors**

- 1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.
- 1.16 Demonstrate the ability to use safety equipment for physical activity.

**Standard 7: Social Skills**

- 1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy.
- 1.18 Demonstrate the ability to persuade peers to eat healthy 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 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.

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

- 2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.
- 2.4 Recognize risky situations that may lead to trouble, so that one can 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.

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

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

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

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

## **RECOMMENDED**

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

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

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

- 2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.
- 2.11 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, where valid help can be located, and how to access it for self or others.

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

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

### **Standard 4: Influences**

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

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

- 3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

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

- 3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.
- 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 and consistently use a variety of safety gear, including seat belts.
- 3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.
- 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**

*(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)*

### **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 (e.g., 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 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.

### **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 in one's school and community, and on the Internet, for first aid information and training; and assess the validity of the resources.
- 5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sun screen, and dental care products), and evaluate the information's validity.

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

- 5.12 Explain 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 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](http://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](http://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.

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