

Michigan Model for Health™ High School (9-12)

The **Michigan Model for Health™ High School Curriculum (Grades 9-12)** is a health course that addresses the major youth risk behaviors identified by the Center for Disease Control (CDC) in addition to covering other important health topics. The high school curriculum consists of two teacher manuals with fully-scripted lesson plans, teacher resources, online resources and support materials.

Social & Emotional Health; Nutrition & Physical Activity; Safety; Alcohol, Tobacco & Other Drugs; Personal Health & Wellness; HIV/AIDS & Other STIs

The **Michigan Model for Health™ Grades 9-12** curriculum is available in **digital and print formats** and organized by two health topic curriculum modules. The curriculum is developed with user-friendly instructions to help teachers prepare to teach the lessons in each unit. All lessons are formatted similarly to include: lesson objectives and correlation with National Health Standards, time and materials chart, preparation tasks, tips, and lesson procedure, student worksheets, teacher keys, teacher references, family resource sheets, and assessment rubrics and/or checklists.

Skills for Health & Life module is designed to be taught as a semester course on health with seven units of instruction which are: Skills – A Strong Foundation; Social & Emotional Health; Nutrition & Physical Activity; Safety; Alcohol, Tobacco & Other Drugs; and Personal Health & Wellness. The curriculum contains 69 lessons and each lesson is designed to be 50 minutes in length.

Healthy & Responsible Relationships module is an abstinence-based curriculum and it provides three options for implementation which are: 1) abstinence-only; 2) abstinence-based with condoms as disease risk reduction, but without other forms of contraception; or 3) abstinence-based with contraception, including condoms. Local school districts are encouraged to determine which implementation option for HIV and/or sex education curriculum best meets their needs. The semester course allows up to 21 days for the implementation and it is comprised of 22 lessons covering HIV, Other STIs, and Pregnancy Prevention health topics.

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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.

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, 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.

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.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use. 2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Access Information

2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.

2.4 Apply strategies to access and get help for self or others.

Standard 3: Health Behaviors

2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.

Standard 4: Influences

2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs. 2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.

Standard 6: Decision Making

2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.

Standard 7: Social Skills

2.9 Demonstrate ways to support others who want to stop using alcohol or tobacco.

Standard 8: Advocacy

2.10 Advocate for ways schools and communities can promote a tobacco-free environment.

2.11 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.