Knowledge, skills, attitudes, and behaviors, developed in Kindergarten, are built upon and expanded in grade one, and again in grade two, and so on through grade twelve. Such is the model of comprehensive health. The age appropriate learning objectives, at each grade level, are aligned to both the National Health Standards and the Michigan Merit Guidelines for health education.

The Centers for Disease Control and Prevention have identified six risk behaviors, developed in adolescence, which are the primary contributors to chronic diseases in adulthood. The *Michigan Model for Health* includes units and modules addressing each of these risk behaviors. The middle school curriculum is organized by topic with a separate modules for each area of study. The core of the high school curriculum is a multi-unit course designed to be implemented in one semester including time allotted for district approved HIV and/or sexual health curriculum.

This document outlines the modules and units that address the six risk behaviors. Part 2 of 2 in this series focuses on other content-specific modules at both middle and high school levels.
## Michigan Model for Health
### Grades 7-12 Scope and Sequence Chart

#### (Part 2 of 2)

### Character Education

**Choosing Who I Am – Choosing Who I Become**

- **Content**
  - Six essential character traits
  - Core democratic values
  - Impact of character traits on individuals and society
  - Warning signs of stress
  - Resources for help with stress management
- **Skills**
  - Investigates the meanings of the character traits
  - Analyzes situations for character traits
  - Advocates for behaviors that demonstrate character
  - Uses effective communication skills
  - Analyzes situations that call for simple acts of caring and those requiring getting the help of a caring adult
  - Makes a self-assessment of character traits and develops a personal plan

### Service Learning

**Managing Life in a Less-Than-Perfect World**

- **Content**
  - Six essential character traits
  - Ways to manage emotions
  - Communication skills
  - Warning signs of stress and resources for stress management
  - Review of decision-making model
  - Focus on personal skills
- **Skills**
  - Analyzes how character traits are demonstrated in behavior
  - Applies the character traits to situations
  - Communicates effectively:
    - Listens
    - Speaks assertively
  - Develops an anger management plan
  - Examines respect for people in authority
  - Examines the importance of caring and citizenship
  - Makes a self-assessment regarding character traits and develops a personal plan to demonstrate positive character

### Gambling

**All “Bets” Are Off!!**

- **Content**
  - Possible health, social, and legal consequences of gambling
  - Different types of gamblers
  - Laws related to gambling
  - Influences that encourage or discourage gambling
  - Resources for gambling information and help
  - Assess personal risk
- **Skills**
  - Analyzes influences and advertising related to gambling
  - Avoids gambling, using refusal skills
  - Communicates concern for others
  - Accesses resources
  - Promotes awareness of gambling risks

### Sun Safety

**Take Control of Your Sun Exposure**

- **Content**
  - Incidence and detection of skin cancer
  - Harmful versus helpful sun exposure
  - Consequences of sun exposure
  - Safe alternatives to UV ray exposure for a tanned appearance
  - Sunscreens, sunglasses, and fabrics that protect from UV rays
- **Skills**
  - Identifies situations that pose risks from the sun's UV rays
  - Takes protective steps when exposed to sun
  - Makes a plan to stay safe in the sun

### Emergency Preparedness

**Emergency Preparedness**

- **Content**
  - Acting responsibly in an emergency situation
  - Family emergency supply kits
  - Communicating in emergency situations
  - Importance of following directions in an emergency
  - Skills and importance of first aid
  - School security and individual freedoms
  - Communicate emergency preparation information to other students
  - Preparing and responding to situations of mass casualties and/or destruction (when not at school)
  - Evacuating/pausing in emergency situations
  - Emergency shelters – what to take with you, what you may need to stay there
  - Warning signals, risk levels, and appropriate actions to be taken
  - Recognizing dangerous situations, suspicious behavior, and when to report
  - Coping with a disaster
  - Relief organizations
  - Media during disaster situations
- **Skills**
  - Demonstrates responsible actions in an emergency situation
  - Synthesizes important guidelines in clear and concise manner
  - Use problem solving process to create solutions to communication problems that can hinder emergency response
  - Analyze school’s emergency procedures
  - Communicate important emergency preparation information to other students
  - Analyze potentially dangerous situations and select/execute actions to be taken
  - Accessing information and credible sources
  - Empathy

### High School

**Grades 9-12**

- **Character Education**
  - Core democratic values
  - Impact of character traits on individuals and society
  - Warning signs of stress
  - Resources for help with stress management
- **Skills**
  - Investigates the meanings of the character traits
  - Analyzes situations for character traits
  - Advocates for behaviors that demonstrate character
  - Uses effective communication skills
  - Analyzes situations that call for simple acts of caring and those requiring getting the help of a caring adult
  - Makes a self-assessment of character traits and develops a personal plan

### Middle School

**Grades 7-8**

- **Character Education**
  - Core democratic values
  - Impact of character traits on individuals and society
  - Warning signs of stress
  - Resources for help with stress management
- **Skills**
  - Investigates the meanings of the character traits
  - Analyzes situations for character traits
  - Advocates for behaviors that demonstrate character
  - Uses effective communication skills
  - Analyzes situations that call for simple acts of caring and those requiring getting the help of a caring adult
  - Makes a self-assessment of character traits and develops a personal plan

### Grades 7-12

**Building Character Through Service-Learning**

- **Content**
  - Six essential character traits
  - Project planning strategies
  - Participates in teamwork with peers and community members
  - Interprets people and present ideas
  - Reflects on personal experiences and learning
- **Skills**
  - Accesses community needs
  - Applies planning skills to develop a service-learning project
  - Determines impacts and changes on community
  - Interprets people and present ideas
  - Reflects on personal experiences and learning

### Don’t Bet On It!!

- **Content**
  - Possible health, social, and legal consequences of gambling
  - Different types of gamblers
  - Laws related to gambling
  - Influences that encourage or discourage gambling
  - Resources for gambling information and help
  - Assess personal risk
- **Skills**
  - Analyzes influences and advertising related to gambling
  - Avoids gambling, using refusal skills
  - Communicates concern for others
  - Accesses resources
  - Promotes awareness of gambling risks

### Look Young and Stay Healthy-- Your Choice

- **Content**
  - Consequences of UV exposure on health and appearance
  - Incidence of skin cancer
  - Risk factors for and recognition of skin cancer
  - Safe alternatives to UV ray exposure for a tanned appearance
  - Selection and use of sunscreens
- **Skills**
  - Access for skin problems
  - Use protective measures when exposed to sun
  - Makes a personal plan to stay safe in the sun
  - Advocate for peers to avoid UV rays

### All “Bets” Are Off!!

- **Content**
  - Possible health, social, and legal consequences of gambling
  - Different types of gamblers
  - Laws related to gambling
  - Influences that encourage or discourage gambling
  - Resources for gambling information and help
  - Assess personal risk
- **Skills**
  - Analyzes influences and advertising related to gambling
  - Avoids gambling, using refusal skills
  - Communicates concern for others
  - Accesses resources
  - Promotes awareness of gambling risks

### Take Control of Your Sun Exposure

- **Content**
  - Incidence and detection of skin cancer
  - Harmful versus helpful sun exposure
  - Consequences of sun exposure
  - Safe alternatives to UV ray exposure for a tanned appearance
  - Sunscreens, sunglasses, and fabrics that protect from UV rays
- **Skills**
  - Identifies situations that pose risks from the sun's UV rays
  - Takes protective steps when exposed to sun
  - Makes a plan to stay safe in the sun

### Emergency Preparedness

- **Content**
  - Acting responsibly in an emergency situation
  - Family emergency supply kits
  - Communicating in emergency situations
  - Importance of following directions in an emergency
  - Skills and importance of first aid
  - School security and individual freedoms
  - Communicate emergency preparation information to other students
  - Preparing and responding to situations of mass casualties and/or destruction (when not at school)
  - Evacuating/pausing in emergency situations
  - Emergency shelters – what to take with you, what you may need to stay there
  - Warning signals, risk levels, and appropriate actions to be taken
  - Recognizing dangerous situations, suspicious behavior, and when to report
  - Coping with a disaster
  - Relief organizations
  - Media during disaster situations
- **Skills**
  - Demonstrates responsible actions in an emergency situation
  - Synthesizes important guidelines in clear and concise manner
  - Use problem solving process to create solutions to communication problems that can hinder emergency response
  - Analyze school’s emergency procedures
  - Communicate important emergency preparation information to other students
  - Analyze potentially dangerous situations and select/execute actions to be taken
  - Accessing information and credible sources
  - Empathy

### High School

**Grades 9-12**

- **Character Education**
  - Core democratic values
  - Impact of character traits on individuals and society
  - Warning signs of stress
  - Resources for help with stress management
- **Skills**
  - Investigates the meanings of the character traits
  - Analyzes situations for character traits
  - Advocates for behaviors that demonstrate character
  - Uses effective communication skills
  - Analyzes situations that call for simple acts of caring and those requiring getting the help of a caring adult
  - Makes a self-assessment of character traits and develops a personal plan

### Middle School

**Grades 7-8**

- **Character Education**
  - Core democratic values
  - Impact of character traits on individuals and society
  - Warning signs of stress
  - Resources for help with stress management
- **Skills**
  - Investigates the meanings of the character traits
  - Analyzes situations for character traits
  - Advocates for behaviors that demonstrate character
  - Uses effective communication skills
  - Analyzes situations that call for simple acts of caring and those requiring getting the help of a caring adult
  - Makes a self-assessment of character traits and develops a personal plan

### Grades 7-12

**Building Character Through Service-Learning**

- **Content**
  - Six essential character traits
  - Project planning strategies
  - Participates in teamwork with peers and community members
  - Interprets people and present ideas
  - Reflects on personal experiences and learning
- **Skills**
  - Accesses community needs
  - Applies planning skills to develop a service-learning project
  - Determines impacts and changes on community
  - Interprets people and present ideas
  - Reflects on personal experiences and learning

### Don’t Bet On It!!

- **Content**
  - Possible health, social, and legal consequences of gambling
  - Different types of gamblers
  - Laws related to gambling
  - Influences that encourage or discourage gambling
  - Resources for gambling information and help
  - Assess personal risk
- **Skills**
  - Analyzes influences and advertising related to gambling
  - Avoids gambling, using refusal skills
  - Communicates concern for others
  - Accesses resources
  - Promotes awareness of gambling risks

### Take Control of Your Sun Exposure

- **Content**
  - Incidence and detection of skin cancer
  - Harmful versus helpful sun exposure
  - Consequences of sun exposure
  - Safe alternatives to UV ray exposure for a tanned appearance
  - Sunscreens, sunglasses, and fabrics that protect from UV rays
- **Skills**
  - Identifies situations that pose risks from the sun's UV rays
  - Takes protective steps when exposed to sun
  - Makes a plan to stay safe in the sun

### Emergency Preparedness

- **Content**
  - Acting responsibly in an emergency situation
  - Family emergency supply kits
  - Communicating in emergency situations
  - Importance of following directions in an emergency
  - Skills and importance of first aid
  - School security and individual freedoms
  - Communicate emergency preparation information to other students
  - Preparing and responding to situations of mass casualties and/or destruction (when not at school)
  - Evacuating/pausing in emergency situations
  - Emergency shelters – what to take with you, what you may need to stay there
  - Warning signals, risk levels, and appropriate actions to be taken
  - Recognizing dangerous situations, suspicious behavior, and when to report
  - Coping with a disaster
  - Relief organizations
  - Media during disaster situations
- **Skills**
  - Demonstrates responsible actions in an emergency situation
  - Synthesizes important guidelines in clear and concise manner
  - Use problem solving process to create solutions to communication problems that can hinder emergency response
  - Analyze school’s emergency procedures
  - Communicate important emergency preparation information to other students
  - Analyze potentially dangerous situations and select/execute actions to be taken
  - Accessing information and credible sources
  - Empathy
In addition to the six risk behaviors, the Centers for Disease Control and Prevention have identified as developing in adolescence, and being the primary contributors to chronic diseases in adulthood, other important health topics are the focus of modules at the middle school and high school levels. The Michigan Model for Health includes modules addressing Character Education, Gambling Prevention, Sun Safety and an Emergency Preparedness* supplement.

This Scope and Sequence Secondary Level Part 2 of 2 overviews these other health topics. For information regarding modules and units addressing the six risk behaviors, refer to Part 1 of 2 in this series.

*The Emergency Preparedness supplement for middle and high school is CD-based only.