

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



**Grade Six**

# Welcome to Michigan's Health Education Content Standards and Expectations for Grade Six

## 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: 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 or 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 disease, 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 healthful living, at school, at home, and in the workplace.

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

- 1. Core Concepts** All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
- 2. Access Information** All students will access valid health information and appropriate health promoting products and services.
- 3. Health Behaviors** All students will practice health enhancing behaviors and avoid or reduce health risks.
- 4. Influences** All students will analyze the influence of family, peers, culture, media, and technology on health.
- 5. Goal Setting** All students will use goal setting skills to enhance health.
- 6. Decision Making** All students will use decision-making skills to enhance health.
- 7. Social Skills** All students will demonstrate effective interpersonal communication and other social skills which enhance health.
- 8. Advocacy** 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 1: NUTRITION AND PHYSICAL ACTIVITY

### Standard 1: Core Concepts

- 1.1 Analyze the benefits of healthy eating and being physically active.
- 1.2 Identify the causes of foodborne illness.
- 1.3 Explain how weight management is influenced by healthy eating and being physically active.

### Standard 3: Health Behaviors

- 1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.
- 1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.
- 1.6 Describe environmental influences that encourage or discourage physical activity.
- 1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.
- 1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.

## RECOMMENDED

### Standard 1: Core Concepts

- 1.9 Describe the relationship of self perception, body image, body weight, and physical activity.

### Standard 4: Influences

- 1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.



## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

### Standard 1: Core Concepts

- 2.1 Explain the short- and long-term effects of alcohol and marijuana use.
- 2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.
- 2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.
- 2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.
- 2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

### Standard 2: Access Information

- 2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.

### Standard 3: Health Behaviors

- 2.7 Make a commitment to be alcohol, tobacco and drug free.
- 2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.
- 2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.

### Standard 4: Influences

- 2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.

### Standard 7: Social Skills

- 2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.
- 2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.

## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS (CONTINUED)

### RECOMMENDED

#### **Standard 1: Core Concepts**

- 2.13 Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.

#### **Standard 4: Influences**

- 2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.
- 2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.

#### **Standard 8: Advocacy**

- 2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.



## STRAND 3: SAFETY

#### **Standard 1: Core Concepts**

- 3.1 Explain how safety belts help passengers to stay safe.
- 3.2 Describe safety hazards related to using the Internet.
- 3.3 Describe appropriate and inappropriate touch.
- 3.4 Explain the importance of respecting personal space and boundaries.
- 3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

#### **Standard 2: Access Information**

- 3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

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

- 3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.
- 3.8 Describe strategies to avoid unsafe situations.
- 3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.
- 3.10 Describe the procedure for reporting the presence of weapons at school.
- 3.11 Demonstrate the ability to escape safety hazards in public places.
- 3.12 Apply school rules and procedures to hypothetical school crisis situations.
- 3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.
- 3.14 Apply strategies to stay safe when using the Internet.

#### **Standard 4: Influences**

- 3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.

### RECOMMENDED

#### **Standard 8: Advocacy**

- 3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.
- 3.17 Advocate for others to stay safe when using the Internet.



## **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 Describe some common causes of stress, and the health effects of stress.

### **Standard 2: Access Information**

4.2 Analyze the importance of getting help from an adult when it is needed.

4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.

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

4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

### **Standard 5: Goal Setting**

4.5 Use practical strategies to develop a personal plan for stress management.

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

4.6 Describe the decision making and problem solving steps.

4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

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

4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

4.9 Demonstrate the ability to use the steps of conflict resolution.

4.10 Demonstrate effective listening strategies.

4.11 Demonstrate the ability to use assertive communication skills appropriately.

## **RECOMMENDED**

### **Standard 1: Core Concepts**

4.12 Analyze how friendships may involve positive and negative risks.

4.13 Explain the difference between angry feelings and angry behavior.

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

4.14 Demonstrate the ability to express appreciation.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

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

5.1 Demonstrate skills throughout the day to reduce the spread of germs.



## **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)<<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](http://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.

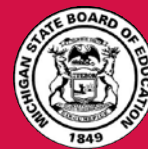
### **Standard 5: Goal Setting**

- 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 boy friend or girl friend.
- 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.





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