**Social and Emotional Health**

- **Kindergarten**
  - Showing respect and caring
  - Making and keeping friends
  - Caring touch in positive relationships
  - Identifying and describing feelings
  - Managing strong feelings
  - Recognizing and expressing feelings
  - Giving and receiving compliments and appreciation
  - Being responsible at home and school
  - Identifying people who can help

- **Grade One**
  - Skills for predicting potential feelings of others
  - Skills for finding out how others feel
  - Showing courtesy to others
  - Identifying and giving and receiving compliments or appreciation
  - Ways family members and friends help each other
  - Listening skills for friendships
  - Decision-making and problem-solving skills

- **Grade Two**
  - Identifying and expressing feelings
  - Handling mixed feelings

- **Grade Three**
  - Positive role models and friends
  - Making and keeping friends
  - Everyone has special talents
  - Respecting differences
  - Managing strong feelings
  - Making good decisions: WIN

- **Grade Four**
  - Managing strong feelings
  - Positive self-talk
  - Effect of teasing and bullying and what to do to protect self and others
  - Assertive communication
  - Listening skills

- **Grade Five**
  - Identifying situations that could lead to trouble
  - Decision-making and problem-solving skills

- **Grade Six**
  - Positive and negative risks of friendships
  - Listening skills

**Nutrition and Physical Activity**

- **Kindergarten**
  - Variety in foods and snacks for good health
  - Drinking water for good health
  - Categorize foods and snacks into the five food groups
  - Importance of physical activity for good health
  - Examples of ways to be physically active

- **Grade One**
  - Food groups
  - Combing foods and foods to limit
  - Benefits of physical activity

- **Grade Two**
  - Magic Numbers: 5 and 60
  - Food advertising and impact on eating

- **Grade Three**
  - Three keys to passenger safety, traffic rules, booster seats, back seat
  - Safety belt smart
  - Identifying and responding to unsafe situations
  - Street smarts: internet, personal safety, weapons

- **Grade Four**
  - Fire and burn hazards and how to prevent them
  - Home fire escape plan
  - Home safety hazards and how to prevent them
  - Home alone safety strategies
  - Define emergency and how to make an emergency phone call
  - How to prevent injury from dangerous objects, including weapons
  - Child sexual abuse and abduction prevention

- **Grade Five**
  - Safety hazards around water and ice and how to prevent injuries
  - Sun safety
  - Home alone safety strategies
  - How to make emergency phone call
  - Safety strategies when in public places, including when alone in public places
  - Child sexual abuse and abduction prevention

- **Grade Six**
  - Seaball safety and impact of car passenger behavior
  - Safety strategies when in public places, including escaping when weapons are present
  - School procedures for school campus situations
  - Strategies to safe when using the Internet
  - How to get adult help
  - Advocacy for others to practice safe behaviors
  - Child sexual abuse and abduction prevention

**Safety**

- **Kindergarten**
  - Wheelchair recreation hazards, safety, and safety gear
  - Fire and burn hazards and how to prevent them
  - Actions to take in a fire emergency
  - Situations that are dangerous, destructive and disturbing and need adult help
  - Escaping dangerous situations
  - Define emergency and how to make emergency phone call
  - Avoiding inappropriate touch
  - Trusted adults who can help

- **Grade One**
  - Wheelchair recreation safety: bicycles, skateboards, skates
  - Water safety
  - Internet safety

- **Grade Two**
  - Personal safety
  - Practicing personal safety skills

- **Grade Three**
  - Three keys to passenger safety, traffic rules, booster seats, back seat
  - Safety belt smart
  - Identifying and responding to unsafe situations
  - Street smarts: internet, personal safety, weapons

- **Grade Four**
  - Fire and burn hazards and how to prevent them
  - Home fire escape plan
  - Home safety hazards and how to prevent them
  - Home alone safety strategies
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  - Safety strategies when in public places, including escaping when weapons are present
  - School procedures for school campus situations
  - Strategies to safe when using the Internet
  - How to get adult help
  - Advocacy for others to practice safe behaviors
  - Child sexual abuse and abduction prevention

**Alcohol, Tobacco, and Other Drugs**

- **Kindergarten**
  - How to safely use over the counter and prescription medicines
  - Household products that can be dangerous
  - Rules for avoiding poisons
  - Trustworthy sources of information

- **Grade One**
  - How to safely use over the counter and prescription medicines
  - Risk influences
  - Household products that can be dangerous
  - Rules for avoiding poisons
  - Trustworthy sources of information
  - Armstrong chemicals in tobacco products
  - Dangers of secondhand smoke and ways to avoid or reduce exposure

- **Grade Two**
  - Caffeine
  - Staying away from nicotine and alcohol
  - Saying “No” to secondhand smoke

- **Grade Three**
  - Medicines and poisons
  - Negative effects of tobacco use
  - Tobacco and media
  - Alcohol and alcoholism
  - Positive influences

- **Grade Four**
  - Risks of alcohol, especially on driving a vehicle
  - Impact of alcohol and tobacco use on friends and family
  - Ways to avoid riding with a driver who has been drinking and what to do if it can’t be avoided

- **Grade Five**
  - Positive reasons people use or don’t use drugs
  - Negative health effects of drug use
  - Analyze drug use for information
  - Persuasion skills for encouraging others to stay drug free
  - Influence of family, society and peers on drug use
  - Impact of drug use on goals
  - School rules and laws related to tobacco
  - Refusal skills

- **Grade Six**
  - Valid reasons for drug problems
  - Ways to avoid riding with a driver who has been drinking and what to do if it can’t be avoided
  - Benefits of remaining drug free and making a drug-free commitment
  - Skills for reducing the spread of germs

**Personal Health and Wellness**

- **Kindergarten**
  - Hand washing GERMIS
  - Taking care of teeth
  - Encouraging peers to make positive choices for personal health
  - For more information about the Michigan Model for Health®, contact your local Health Coordinator or visit www.emc.cmich.edu/mnm

- **Grade One**
  - Basic hygiene: Care of the Body
  - Hand washing GERMIS
  - Planning for good hygiene

- **Grade Two**
  - Define HIV and AIDS
  - How HIV isn’t transmitted
  - How HIV is transmitted: blood-to-blood contact and touching used needles or syringes
  - How to protect self and others

- **Grade Three**
  - How HIV isn’t transmitted
  - How HIV is transmitted: sharing used needles or syringes, having sex with an infected person, infected mother to child
  - How to protect self and others

- **Grade Four**
  - Importance of being compassionate when others are ill

- **Grade Five**
  - Importance of and rationale for keeping the body clean
  - Hygiene concerns and solutions
  - Impact of media, including advertisements on products purchased and on body image

- **Grade Six**
  - Analyze advertisements for information

**Michigan Model for Health® K-6 Scope & Sequence Chart**

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**HIV**

- Define HIV and AIDS
- How HIV isn’t transmitted
- How HIV is transmitted: blood-to-blood contact and touching used needles or syringes
- How to protect self and others
- Importance of being compassionate when others are ill