



SCOPE & SEQUENCE

The **Michigan Model for Health™** (MMH) program advances health literacy and lifelong wellness for all students through an evidence-based Tier 1 curriculum. Lessons are easy to teach and build skills step by step across topics and grade levels. Instruction helps students grow knowledge, confidence, and support systems that encourage positive healthy choices for students, families, and communities. This table highlights MMH's implementation guidance by grade band, health subjects, number of lessons, and estimated teaching time.

Grade Band	Social & Emotional Health 	Nutrition & Physical Activity 	Personal Safety 	Alcohol, Tobacco & Other Drugs 	Personal Health & Wellness 	HIV & Other STIs 	Skills Foundation 	Lesson Count	Average Lesson Time (Minutes)	Estimated Instructional Time (Hours)
Preschool	✓	✓	✓	--	✓	--	--	21	15 mins	5-7 hrs
Grades K-2	✓	✓	✓	✓	✓	--	--	GK: 21 G1: 24 G2: 21	GK: 20 mins G1: 25 mins G2: 25 mins	GK: 8 hrs G1: 10 hrs G2: 9 hrs
Grades 3-5	✓	✓	✓	✓	✓	✓	--	G3: 26 G4: 28 G5: 31	G3: 35 mins G4: 40 mins G5: 45 mins	G3: 13 hrs G4: 19 hrs G5: 22.5 hrs
Grades 6-8	✓	✓	✓	✓	✓	✓	--	G6: 36 G7-8: 46	G6: 45 mins G7-8: 45 mins	G6: 27 hrs G7-8: 34.5 hrs
Grades 9-12	✓	✓	✓	✓	✓	✓	✓	73	50 mins	60.5 hrs



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This scope and sequence shows a summary of how health knowledge and skills build from preschool through high school for the Michigan Model for Health™ program. Each table outlines the grade band, focus, subject, learning objectives, and essential skills students develop at every stage.

Preschool

Focus: Building foundations of social skills, safety, and healthy routines.

SOCIAL & EMOTIONAL HEALTH

Skills: Identifying feelings, showing empathy, asking for help.

- Recognize and name basic emotions.
- Practice sharing, caring, and kindness.
- Learn about personal space and safe touch.



NUTRITION & PHYSICAL ACTIVITY

Skills: Making healthy food choices, daily activity habits.

- Recognize healthy foods and drinks (fruits, veggies, water).
- Understand importance of rest and play.
- Explore movement through games and activities.



SAFETY

Skills: Following rules, seeking help, self-protection.

- Practice safety rules (crossing street, fire drills, bus safety).
- Identify trusted adults.



PERSONAL HEALTH & WELLNESS

Skills: Personal responsibility, self-care.

- Practice handwashing and brushing teeth.
- Learn about germs and illness prevention.



Grades K-2

Focus: Developing self-awareness, routines, and safe decision-making.

SOCIAL & EMOTIONAL HEALTH

Skills: Communication, problem-solving, empathy.

- Identify and express feelings in healthy ways.
- Learn conflict resolution through words and I-statements.
- Build friendships and respect differences.



NUTRITION & PHYSICAL ACTIVITY

Skills: Goal-setting for healthy food choices and movement.

- Explore food groups.
- Understand benefits of water, sleep, and play.



SAFETY

Skills: Identifying unsafe situations, asking adults for help.

- Practice pedestrian, fire, and bike safety.
- Learn safe, confusing, and unsafe touch.
- Practice when and how to call 911.



ALCOHOL, TOBACCO & OTHER DRUGS

Skills: Refusal skills, decision-making.

- Understand medicines vs. harmful substances.
- Recognize that alcohol, tobacco, and nicotine are harmful to kids.



PERSONAL HEALTH & WELLNESS

Skills: Self-management, positive health routines.

- Daily hygiene routines.
- Germ prevention and oral health.





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Grades 3-5

Focus: Building independence, managing influences, and advocacy.

SOCIAL & EMOTIONAL HEALTH

Skills: Decision-making (WISE model), conflict resolution, advocacy.

- Manage strong feelings and stress.
- Understand bullying, teasing, and how to get help.
- Practice assertive communication.



NUTRITION & PHYSICAL ACTIVITY

Skills: Analyzing influences, self-management.

- Learn about nutrients and healthy portions.
- Use food labels to make choices.
- Advocate for healthy snacks and water.



SAFETY

Skills: Refusal, help-seeking, planning for safety.

- Prevent injuries (bike, water, fire, internet).
- Develop personal boundaries and body safety.



ALCOHOL, TOBACCO & OTHER DRUGS

Skills: Influence analysis, refusal, advocacy.

- Understand effects of alcohol, tobacco, marijuana, and vaping.
- Recognize peer and media influences.
- Practice refusal skills.



PERSONAL HEALTH & WELLNESS

Skills: Goal-setting, self-awareness.

- Body image and self-esteem.
- Sleep and stress management.



HIV PREVENTION

Skills: Empathy, accurate knowledge.

- Basic understanding of germs and viruses.
- Compassion toward others who are sick.



Grades 6-8

Focus: Strengthening decision-making, resisting negative health behaviors, and peer influence.

SOCIAL & EMOTIONAL HEALTH

Skills: Emotional regulation, advocacy, accessing help.

- Recognize stress, depression, and signs of suicide.
- Learn digital citizenship, cyberbullying prevention.
- Build healthy friendships and relationships.



NUTRITION & PHYSICAL ACTIVITY

Skills: Critical thinking, self-management, advocacy.

- Explore body image, weight, and media influences.
- Evaluate food labels, advertising, and peer norms.



SAFETY

Skills: Problem-solving, conflict resolution, help-seeking.

- Avoid violence, gangs, and weapon-related risks.
- Develop internet and social media safety strategies.



ALCOHOL, TOBACCO & OTHER DRUGS

Skills: Refusal, analyzing influences, peer advocacy.

- Understand addiction and brain development risks.
- Address vaping, opioids, and prescription misuse.
- Practice refusal and advocacy for drug-free lifestyles.



PERSONAL HEALTH & WELLNESS

Skills: Accessing valid information, decision-making.

- Importance of sleep, rest, health screenings.
- Preventing spread of disease.



HIV & OTHER STIs

Skills: Communication, refusal, advocacy, goal-setting, help-seeking.

- Key facts about transmission, symptoms, and consequences.
- Risk-reduction or abstinence strategies, recognizing risky situations, and practicing consent and healthy boundaries.





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Grades 9-12

Focus: Preparing for lifelong wellness by strengthening decision-making, self-advocacy, healthy relationships, and responsible independence.

SKILLS FOUNDATION

Skills: Accessing information, analyzing influences, decision-making, goal-setting, communication, self-management, advocacy.

- Apply skills for accessing valid health information and analyzing influences.
- Practice goal setting and decision-making, and teach these skills to others.
- Develop strong interpersonal communication (assertive communication, listening, refusal).
- Collaborate on health advocacy projects using negotiation, planning, and presentation.
- Create, assess, and present health-related campaigns.
- Explore and apply the seven essential health skills in real-life contexts.



SOCIAL & EMOTIONAL HEALTH

Skills: Negotiation, conflict resolution, accessing resources, advocacy.

- Advanced stress and depression management.
- Recognize abusive relationships, dating violence, sexual harassment.
- Develop healthy relationship skills.



NUTRITION & PHYSICAL ACTIVITY

Skills: Self-assessment, goal-setting, advocacy for positive health environments.

- Evaluate personal nutrition and physical activity plans.
- Understand long-term health impacts, pregnancy nutrition, and body image.



SAFETY

Skills: Decision-making, problem-solving, advocacy.

- Address violence prevention, gangs, and weapon safety.
- Understand community and national impacts of violence.



ALCOHOL, TOBACCO & OTHER DRUGS

Skills: Refusal, peer support, advocacy, critical thinking.

- Examine health, legal, and social impacts of substance use.
- Explore current drug issues (opioids, vaping, marijuana).
- Support peers in quitting.



PERSONAL HEALTH & WELLNESS

Skills: Accessing valid information, self-advocacy.

- Access health care, screenings, and self-care.
- Analyze media influence on health decisions.



HIV & OTHER STIs

Skills: Communication, refusal, advocacy, risk assessment, boundary-setting, analyzing influences, and seeking reliable information and support.

- Facts about HIV and other common STIs, including symptoms, modes of transmission, prevention, and consequences for teens, families, and communities.
- Risk-reduction and abstinence strategies, including monogamy, testing, and establishing clear personal boundaries.
- Understanding consent and age-of-consent laws to support health and responsible decision-making.

