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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SCOPE & SEQUENCE

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: *Self-management, communication, decision-making.*

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

NUTRITION & PHYSICAL ACTIVITY

Skills: *Decision-making, self-management.*

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

SAFETY

Skills: *Self-management, communication.*

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

PERSONAL HEALTH & WELLNESS

Skills: *Self-management.*

- 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, self-management, decision-making, accessing information, analyzing influences.*

- Identify and express feelings in healthy ways.
- Demonstrate steps for positive health decision-making.
- Build friendships and respect differences.

NUTRITION & PHYSICAL ACTIVITY

Skills: *Goal setting, self-management.*

- Learn food groups and eating a variety of foods.
- Understand benefits of nutrition and being physical active.

SAFETY

Skills: *Communication, self-management, accessing information.*

- Practice online, pedestrian, water, fire, and bike safety.
- Practice ways to stay personally safe.
- Practice when and how to call 911.

ALCOHOL, TOBACCO & OTHER DRUGS

Skills: *Communication, decision-making, accessing information.*

- Learn ways to be safe around medicine and poisons.
- Recognize that caffeine, alcohol, tobacco, and nicotine are harmful to kids.

PERSONAL HEALTH & WELLNESS

Skills: *Self-management, advocacy.*

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

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SCOPE & SEQUENCE

Grades 3-5

Focus: Building independence, managing influences, and advocacy.

SOCIAL & EMOTIONAL HEALTH

Skills: *Decision-making, communication, advocacy, goal setting.*

- Manage strong feelings and stress.
- Understand bullying, teasing, and how to get help.
- Practice communication skills for positive health.

NUTRITION & PHYSICAL ACTIVITY

Skills: *Analyzing influences, self-management, advocacy.*

- Learn about nutrients and food labels to make healthy choices.
- Advocate for healthy snacks and water.
- Practice ways to balance physical activity, rest and sleep.

SAFETY

Skills: *Self-management, refusal, goal setting, accessing information.*

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

ALCOHOL, TOBACCO & OTHER DRUGS

Skills: *Analyzing influence, self-management, refusal, advocacy.*

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

PERSONAL HEALTH & WELLNESS

Skills: *Goal setting, analyzing influences, accessing information.*

- Analyze media influences related to hygiene products.
- Practice oral health and personal hygiene.

HIV PREVENTION

Skills: *Communication, self-management.*

- Basic understanding of HIV and AIDS.
- Compassion toward others who are sick.

Grades 6-8

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

SOCIAL & EMOTIONAL HEALTH

Skills: *Self-management, advocacy, analyzing influences, accessing information, communication, decision-making, goal setting.*

- Managing stress, strong feelings and conflict resolution.
- Build healthy friendships and relationships.

NUTRITION & PHYSICAL ACTIVITY

Skills: *Self-management, analyzing influences, goal setting, advocacy, accessing information, communication.*

- Analyzing external influences related to eating, activity & sleep.
- Understand the benefits of nutrition and physical activity.

SAFETY

Skills: *Decision-making, self-management, advocacy, analyzing influences, accessing information.*

- Demonstrate seatbelt use, driver safety, unsafe touch and online safety.

ALCOHOL, TOBACCO & OTHER DRUGS

Skills: *Self-management, analyzing influences, accessing information, advocacy, communication, decision-making.*

- Address nicotine, opioids, cannabis, and caffeine misuse.
- Practice refusal and advocacy for drug-free lifestyles.

PERSONAL HEALTH & WELLNESS

Skills: *Self-management.*

- Preventing spread of disease.

HIV & OTHER STIs

Skills: *Analyzing influences, advocacy, self-management, accessing information, communication.*

- Key facts about transmission, abstinence strategies, recognizing risky situations, practicing consent and healthy boundaries.

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SCOPE & SEQUENCE

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 (listening, assertive communication, 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: *Self-management, communication, accessing information, goal setting, analyzing influences.*

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

NUTRITION & PHYSICAL ACTIVITY

Skills: *Self-management, goal setting, advocacy , accessing information.*

- Evaluate personal nutrition and physical activity needs.
- Access valid and reliable health information.

SAFETY

Skills: *Decision-making, self-management, accessing information, analyzing influences.*

- Conflict resolution, violence prevention, and vehicle safety
- Recognize the short- and long-term consequences of various choices and defend healthy choices
- Strategies to recognize and avoid dangerous situations, report safety concerns, and seek help for self or others

ALCOHOL, TOBACCO & OTHER DRUGS

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

- Analyze health, legal, and social factors influencing substance misuse.
- Develop strategies to resist drug use and support others in stopping their misuse.

PERSONAL HEALTH & WELLNESS

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

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

HIV & OTHER STIs

Skills: *Communication, self-management, analyzing influences, accessing information, goal setting.*

- Identify common STIs, their symptoms, modes of transmission, and prevention strategies, with a focus on abstinence as a key preventive measure.

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