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|  | **Health**  **Personal Curriculum Plan** | Date: |

## STUDENT INFORMATION

Name: DOB: Current Grade:

1. **MMC CREDIT AUDIT – (*Check which credits have already been earned & enter date of completion, 0.5 credits are required of Health Education and Physical Education.)***

Health Completed:

## MMC HEALTH CREDIT DESCRIPTION

* + Credit guidelines developed by the Michigan Department of Education
  + 0.5 credits must be earned

Physical Education Completed:

## MMC HEALTH CREDIT MODIFICATION OPTIONS

## Option # 1:

* + Student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

**Option # 2:**

* + Modify content expectations in Health---only available to students eligible for special education with an IEP

## Option # 3:

* + Modify the Health requirement if student must do so to complete a state approved CTE program

1. **CREDIT MODIFICATION REQUESTED – (*Check & date when modification was completed.)***

Health

Option # 1

Option # 2

Option # 3

Completed:

## RATIONALE FOR MODIFICATION:

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| **7. PERSONAL CURRICULUM – *(Complete only for students with an IEP who require modified content expectations. Below are suggested essential learning standards in this content area for students. They are considered appropriate for most students. The Personal Curriculum allows for the use of these for students with an IEP.*)** | |
| **#** | **Essential Learning Standards – Health** |
| **\*NOTE:  Local districts may wish to organize required standards by unit of study rather than by MAS/CCSS domain.**  **Sample standards are provided below. Local districts should edit as needed.** | |
| **Nutrition and Physical Activity** | |
| 1. | Distinguish between unhealthy and healthy ways to manage weight. |
| 2. | Locate resources in one’s community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns’ and assess the validity of the resources. |
| 3. | Avoid or limit foods and beverages that are low in nutrients or may impact health conditions. |
| 4. | Prepare healthy meal plans |
| 5. | Assess one’s personal nutrition needs and level of physical activity according to the federal dietary guidelines. |

**Instructional methods and assessments should be matched to learner needs. These essential learning standards will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.**

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| **#** | **Essential Learning Standards – Health** |
| 6. | Assess ones’ personal preferences regarding healthy eating and physical activity. |
| 7. | Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers. |
| 8. | Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight. |
| 9. | Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so. |
| 10. | Advocate for nutritional food choices and physical activity at school |
| **Alcohol, Tobacco, and Other Drugs** | |
| 11. | Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use. |
| 12. | Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents. |
| 13. | Locate resources in one’s community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation. |
| 14. | Apply strategies to access and get help for self or others. |
| 15. | Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs. |
| 16. | Describe personal financial, social, and legal influences regarding alcohol, tobacco, and other drugs. |
| 17. | Analyze internal and external pressures to use alcohol, tobacco, and other drugs. |
| 18. | Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use. |
| 19. | Demonstrate ways to support others who want to stop using alcohol or tobacco. |
| 20. | Advocate for ways schools and communities can address the problem of alcohol, tobacco, and other drug use among youth. |
| **Safety** | |
| 21. | Explain the effects of violence on individuals, families, communities, and our nation. |
| 22. | Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities. |
| 23. | Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities. |

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| **#** | | **Essential Learning Standards – Health** | | | |
| 24. | | Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment. | | | |
| 25. | | Locate resources in one’s community and on the Internet for information and services regarding harassment, violence, and abusive relationships. | | | |
| 26. | | Apply strategies to access and get help for self or others. | | | |
| 27. | | Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. | | | |
| 28. | | Demonstrate strategies to stay safe in a violent situation. | | | |
| 29. | | Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet. | | | |
| 30. | | Assess characteristics of hypothetical relationships for warning signs of harm or abuse. | | | |
| 31, | | Analyze social pressures to refrain from telling on others or reporting dangerous situations. | | | |
| 32. | | Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence. | | | |
| 33. | | Demonstrate the ability to use conflict resolution skills. | | | |
| **Social and Emotional Health** | | | | | |
| 34. | | Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health. | | | |
| 35. | | Describe the warning signs, risk factors, and protective factors for depression and suicide. | | | |
| 36. | | Locate resources in one’s community and on the Internet for information and services regarding depression and suicide prevention. | | | |
| 37. | | Demonstrate how to seek help for self or others when suicide may be a risk. | | | |
| 38. | | Demonstrate the ability to express emotions constructively, including use of anger management skills. | | | |
| 39. | | Develop short-term and long-term personal goals and aspirations. | | | |
| 40. | | Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk. | | | |
| 41. | | Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals. | | | |
| 42. | | Demonstrate how to respond constructively to the anger of others. | | | |
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| **#** | **Essential Learning Standards - Health** |
| **Personal Health and Wellness** | |
| 43. | Describe how common infectious diseases are transmitted. |
| 44. | Explain the importance of regular health screenings or exams. |
| 45. | Know that rest and sleep are important for personal health. |
| 46. | Demonstrate the ability to access valid information and resources in one’s community and on the Internet related to personal health issues and concerns. |
| 47. | Demonstrate the ability to access accurate information about personal health products. |
| 48. | Describe health practices that can prevent the spread of illness. |
| 49. | Apply knowledge about symptoms of illness to determine whether medical care is required. |
| 50. | Describe personal strategies for minimizing potential harm from exposure to the sun. |
| **HIV and Other STIs Prevention** | |
| 51. | Learn the rates of sexually transmitted infections (STIs) among teens. |
| 52. | Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs. |
| 53. | Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs. |
| 54. | Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs. |
| 55. | Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs. |
| 56. | Evaluate one’s personal perception of risk for HIV and other STIs. |
| 57. | Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs. |
| 58. | Demonstrate acceptance for individuals living with HIV. |
| 59. | Summarize and explain laws related to the sexual behavior of young people. |
| 60. | Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception. |

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| **#** | **Essential Learning Standards – Health** |
| **Sexuality Education** | |
| 61. | Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care. |
| 62. | Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby. |
| 63. | Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs. |
| 64. | Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions. |
| 65. | Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members. |
| 66. | Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances. |
| 67. | Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs. |
| 68. | Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend. |

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| Reporting Period | Status\* | Comments |
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Additional Comments:

# \*Status Key: 1 – All essential learning standards are met

1. – Making progress to meet essential learning standards by the end of semester/trimester
2. – Needs to improve progress to meet essential learning standards by the end of semester/trimester