

Health Test Out

Minimum of 100 multiple choice questions.

Test is based on the content expectations on the pages that follow.

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Michigan Merit Curriculum

Credit Guidelines



HEALTH EDUCATION

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CREDIT GUIDELINES FOR HEALTH EDUCATION

STRAND I: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

- 1.1 Distinguish between unhealthy and healthy ways to manage weight.

Standard 2: Access Information

- 1.2 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.

Standard 3: Health Behaviors

- 1.3 Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
- 1.4 Prepare meal plans according to the federal dietary guidelines.

Standard 5: Goal Setting

- 1.5 Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
- 1.6 Assess one's personal preferences regarding healthy eating and physical activity.
- 1.7 Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.
- 1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.

Standard 6: Decision Making

- 1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.

Standard 8: Advocacy

- 1.10 Advocate for nutritional food choices and physical activity at school.

RECOMMENDED:

Standard 1: Core Concepts

- 1.11 Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- 1.12 Describe nutrition practices that are important for the health of a pregnant woman and her baby.

Standard 3: Health Behaviors

- 1.13 Demonstrate proper use of safety gear during physical activity.
- 1.14 Demonstrate strategies for protection from cold, heat, and sun during physical activity.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

- 2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.
- 2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Access Information

- 2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.
- 2.4 Apply strategies to access and get help for self or others.

Standard 3: Health Behaviors

- 2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.

Standard 4: Influences

- 2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.
- 2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.

GUIDELINES FOR HEALTH EDUCATION (CONT.)

Standard 6: Decision Making

- 2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.

Standard 7: Social Skills

- 2.9 Demonstrate ways to support others who want to stop using alcohol or tobacco.

Standard 8: Advocacy

- 2.10 Advocate for ways schools and communities can promote a tobacco-free environment.
- 2.11 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.

STRAND 3: SAFETY

Standard 1: Core Concepts

- 3.1 Explain the effects of violence on individuals, families, communities, and our nation.
- 3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.
- 3.3 Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.
- 3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.

Standard 2: Access Information

- 3.5 Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.
- 3.6 Apply strategies to access and get help for self or others.

Standard 3: Health Behaviors

- 3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
- 3.8 Demonstrate strategies to stay safe in a violent situation.
- 3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.
- 3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.

Standard 4: Influences

- 3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.
- 3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.

Standard 7: Social Skills

- 3.13 Demonstrate the ability to use conflict resolution skills.

RECOMMENDED

Standard 1: Core Concepts

- 3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.

Standard 4: Influences

- 3.15 Evaluate the impact of media on the prevalence of violence.

Standard 7: Social Skills

- 3.16 Apply strategies to stop or de-escalate a conflict.
- 3.17 Apply strategies to hypothetical situations involving abusive relationships.

GUIDELINES FOR HEALTH EDUCATION (CONT.)

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 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
- 4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.

Standard 2: Access Information

- 4.3 Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.
- 4.4 Demonstrate how to seek help for self or others when suicide may be a risk.

Standard 3: Health Behaviors

- 4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

Standard 5: Goal Setting

- 4.6 Develop short-term and long-term personal goals and aspirations.

Standard 6: Decision Making

- 4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.
- 4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).

Standard 7: Social Skills

- 4.9 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.
- 4.10 Demonstrate how to respond constructively to the anger of others.

RECOMMENDED

Standard 1: Core Concepts

4.11 Describe the impact of showing empathy for another person's emotions and point of view.

Standard 3: Health Behaviors

4.12 Assess one's personal behavior and how one demonstrates character traits.

Standard 5: Goal Setting

4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits.

Standard 6: Decision Making

4.14 Evaluate the effectiveness of health-related decisions.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Describe how common infectious diseases are transmitted.

5.2 Explain the importance of regular health screenings or exams.

5.3 Analyze the importance of rest and sleep for personal health.

Standard 2: Access Information

5.4 Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.

5.5 Demonstrate the ability to access accurate information about personal health products.

Standard 3: Health Behaviors

5.6 Describe health practices that can prevent the spread of illness.

5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.

5.8 Describe personal strategies for minimizing potential harm from exposure to the sun.

GUIDELINES FOR HEALTH EDUCATION (CONT.)

Standard 4: Influences

- 5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.

Standard 5: Goal Setting

- 5.10 Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.

RECOMMENDED

Standard 1: Core Concepts

- 5.11 Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure.

Standard 3: Health Behaviors

- 5.12 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).

Standard 4: Influences

- 5.13 Analyze the influence of media on selection of personal health care products.

STRAND 6: HIV AND OTHER STIs PREVENTION

Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.

Standard 1: Core Concepts

- 6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.
- 6.2 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.
- 6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.

Standard 2: Access Information

- 6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.

Standard 3: Health Behaviors

- 6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- 6.6 Evaluate one's personal perception of risk for HIV and other STIs.

Standard 7: Social Skills

- 6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.

RECOMMENDED

Standard 7: Social Skills

- 6.8 Demonstrate acceptance for individuals living with HIV.

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 guidelines. For the specific language of the law, see Sections 380.1507, 380.1507a, and 380.1507b of the Michigan Compiled Laws at www.michiganlegislature.org.

Standard 1: Core Concepts

- 7.1 Summarize and explain laws related to the sexual behavior of young people.
- 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
- 7.3 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.

GUIDELINES FOR HEALTH EDUCATION (CONT.)

Standard 2: Access Information

- 7.4 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; analyze the validity of these resources; and describe how to access valid resources.

Standard 3: Health Behaviors

- 7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.

Standard 4: Influences

- 7.6 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.
- 7.7 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.

Standard 5: Goal Setting

- 7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.

Standard 6: Decision Making

- 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.

Standard 7: Social Skills

- 7.10 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.