

OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
November 15-16, 2012

OFFICE OF HEALTHY SCHOOLS AND CHILD NUTRITION

32. Approval to begin the Administrative Procedures Act process: To revise the *Mississippi Elementary and Middle School Curriculum Frameworks for Contemporary Health (K-8)*

Executive Summary

The elementary and middle school curriculum framework for Contemporary Health (K-8) is recommended for approval.

The framework is designed to provide local programs with an instructional foundation that can be used to develop localized instructional management plans and course syllabi. Additionally, the framework includes the following elements:

- ❖ Program Description
- ❖ Course Standards
- ❖ Course Descriptions
- ❖ Competencies and Objectives

Draft curricula for the program was revised and reviewed with input from local district personnel and administrators at the Mississippi Department of Education. The approved curriculum will be disseminated for implementation in the 2013-2014 school year.

Recommendation: Approval

Back-up material attached

CONTEMPORARY HEALTH (K-8)

REVISED IN
2012

ELEMENTARY & MIDDLE SCHOOL
EXECUTIVE SUMMARY

2012

Contemporary Health (K-8)

Mississippi Department of Education



2012

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The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

Mississippi Healthy Students Act

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty-five (45) minutes of health education is required each week for students in K-8 grades, and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12. This bill is referenced at <http://www.cn.mde.k12.ms.us/resources/SB2369041>.

This curriculum is designed to provide teachers the resources that they need to integrate the teaching of health education standards and skills into their academic classrooms. It also provides the health-endorsed teacher guidance and resources needed to teach K-8 health.

Preface

As with all disciplines, Contemporary Health (K-8) must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2012 Mississippi Contemporary Health (K-8) Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 2011; House Bill 999, Section 37-13-171, Mississippi Code of 1972, as amended (Section 37-13-171 and 37-13-173); and Nathan's Law Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33) . In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 2002, ch. 585, § 2; Laws, 2003, ch. 436, § 1; Laws, 2006, ch. 401, § 1; Laws, 2007, ch. 521, § 2, eff from and after July 1, 2007; and No Child Left Behind Act of 2001).

Contemporary Health (K-8) Executive Summary

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school, and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

PURPOSE

The 2012 Mississippi Contemporary Health (K-8) Framework promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CYCLE

The pilot (optional) year for the framework is 2012- 2013. Implementation of the framework begins in the school year, 2013-2014.

ORGANIZATION

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday health-related behaviors.

Each grade level has eight competencies that focus on healthful living behaviors. Each competency has suggested objectives designed to reinforce the competency. There are also suggested teaching strategies and assessment methods that can be applied to the objectives. These competencies are based on the National Health Education Standards.

This framework is designed to be progressive. Beginning in kindergarten, the students should receive the basic skills so that by twelfth grade the students are proficient in many of the competencies.

CONTENT STRANDS/TOPICS

The 2012 Mississippi Contemporary Health (K-8) Framework consists of nine content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Contemporary Health (K-8).

Contemporary Health (K-8) Content Strands/Topics:

Personal and Consumer Health (PH) (CH)	Nutrition and Fitness (N)
Mental Health (M)	Substance Abuse Prevention (SA)
Family/Social Health (F)	Community and Environmental Health (C)
Human Growth and Development (H)	Safety and First Aid (S)
Disease Prevention and Control (D)	

The strand/topic code is identified in parentheses at the end of each competency.

COMPETENCIES/STANDARDS

A competency/standard represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a strand/topic. Competencies/standards are required to be taught to all students and are printed in bold face type. The competencies/standards are directly correlated to the eight national and state health education standards. However, they do not have to be taught in the order presented within the framework. The competencies/standards are intentionally broad to allow school districts and teachers flexibility in developing curriculum unique to their students' needs.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. The suggested objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt or modify the suggested objectives and are encouraged to write their own objectives to meet the needs of students in their school district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. These strategies can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Contemporary Health (K-8) should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as critical thinking, problem solving, responsible citizenship, self-directed learning, and effective communication. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

REFERENCES

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. These resources are only suggestions and may be modified or enhanced based on needs and abilities of students and on available resources.

THE REVISION PROCESS FOR THE CONTEMPORARY HEALTH (K-8) FRAMEWORK

Six present and former elementary and middle school teachers were asked to be part of the Contemporary Health (K-8) Revision Team. Members for the Revision Team were selected on the basis of their participation in and completion of health education professional development opportunities offered by the Office of Healthy Schools and their involvement in the teaching of health education strands/topics in schools across the state. The goal of the team was to draft a new Contemporary Health (K-8) framework.

State and National Health Education Standards were used to help in the development of the framework. Finally, drafts of the document were made available to all educational stakeholders for input and were revised accordingly.

TEACHER ENDORSEMENTS

The Mississippi Healthy Students Act of 2007 (Senate Bill 2369) requires that “45 minutes per week of health education instruction be provided for students in grades K-8 as defined by the State Board of Education.” These minutes should be provided by a certified teacher/instructor in any way that a school determines to be a school best practice. Often times, there is not a certified health teacher in the elementary or middle school setting, so academic instructors, school nurses, or counselors are asked to integrate health education instruction into academic classrooms (e.g., science, math, language arts).

The goal of the Contemporary Health (K-8) Curriculum is to provide instructors a rich resource for teaching health concepts and skills in any classroom setting. Teachers are encouraged to remember these things when integrating health education instruction into their classrooms:

- Health education does not have to be limited to “health” class – health information can be provided in many different ways.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with the hands-on teaching strategies that are provided.
- Invite partners from the community to make presentations about different health topics. Make sure that they present accurate and evidence-based information.

There is a Mississippi teacher license endorsement 142 (grades 7-12) or 143 (grades 9-12) that is required to teach the ½ Carnegie Unit Health Course in high school. Requirements for the 142 or 143 educator endorsement are listed below.

1. Applicants must have a bachelor’s degree or higher in Teacher Education from a state approved or NCATE approved program from a regionally/nationally accredited institution of higher learning.
2. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
3. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
4. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 142 or 143 endorsement-- a 5 year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Standards

Standards in the *Contemporary Health (K-8) Curriculum Framework and Supporting Materials* are based on the following:

National Health Education Standards

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, American Public Health Association, American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, are meant for public use, and are not subject to copyright law protections. Permission is not required for use of public domain items. Reprinted from <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>.

Common Core State Standards Initiative

The Common Core State Standards© provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers.** All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

National standards are superscripted in each unit and are referenced in Appendix B. Common Core State standards are referenced in Appendix C.

Course Descriptions:

- Contemporary Health for **kindergarten** reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.
- Contemporary Health for **first grade** focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.
- Contemporary Health for second grade focuses on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early.
- Contemporary Health for **fourth grade** focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.
- Contemporary Health for **fifth grade** emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Contemporary Health for **sixth grade** allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.
- Contemporary Health for **seventh grade** focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.
- Contemporary Health for **eighth grade** reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.

Competencies and Objectives – Kindergarten

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Explain how childhood injuries and illnesses can be prevented or treated.
Describe relationships between personal health behaviors and individual well-being.
Describe the functions of the five senses.
Identify the food groups of the Choose My Plate .

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Understand the differences among peers and how they relate to culture.
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Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Demonstrate healthy behavior in daily activities.
Identify healthy helpers in the community.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate ability to work in group settings without interfering with others.
Explain healthy ways to express feelings.
Identify positive and negative ways to get attention.
Identify ways families meet the needs and wants of each family member.
Identify characteristics of a friend.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Identify healthy foods to include snacks and drinks.
Identify healthy activity choices.
Identify characteristics of a healthy home and community.

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Explain how to set personal health goals and track progress toward achievement.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Define germs and list methods of protection from illness.
Recognize strangers and how to respond.
Understand procedures in the case of an emergency.

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Recognize health services in the community that promote health and safety (e.g., firefighter, sanitation worker, police officer, paramedic).
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Competencies and Objectives – Grade 1

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}

Identify ways of preventing and controlling disease.
Identify items appropriate for sharing and items not appropriate for sharing.
Introduce healthy snacks.
Identify reasons for taking medicine.
Recognize that health problems should be detected and treated early.

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health. (M) ^{NHES 2}

Identify factors that contribute to individuality.
Introduce technologies that influence health

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}

Explain the roles of various types of workers in the field of health.
Discuss the roles of emergency workers.
Identify sources of health products and services in the community.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}

Describe the difference in verbal and nonverbal communication.
Demonstrate attentive listening skills to build and maintain healthy relationships.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}

Identify guidelines for making wise food choices.
Explore a variety of physical activities.
Identify safe and unsafe behaviors.

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}

Set a personal health goal and track progress toward its achievement.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}

Explain ways family members work together to obtain and maintain healthy behaviors.
Contrast safe and risky behaviors.
Identify healthy habits that ensure good hygiene.

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Understand the importance of influencing others to make healthy choices.
Work collaboratively in small groups to achieve a common goal.

Competencies and Objectives – Grade 2

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Identify how dietary habits affect health.
Discuss ways to prevent injury.
Explore some of the causes of illnesses and chronic disease.
Discuss ways in which the environment can contribute to illnesses or diseases (e.g., air pollution, water).

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Appreciate the differences in people and how these differences are related to culture.
Describe how the media (e.g., Terrance the Rat) influences health choices.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Identify health products and services for daily use.
Understand the importance of warning labels and symbols.
Describe the roles of various community resources (e.g., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Identify ways to communicate care, consideration, and respect of self and others.
Demonstrate refusal skills to enhance health (e.g., just say no, don't talk to strangers).
Identify individual differences and the value of those differences.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Explain the potential results of making positive and negative health choices (e.g., accidents, nutrition, physical activity, drug use, smoking, and bullying).
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Competency 6: Demonstrate the ability to use goal setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Explain how goal-setting enhances healthy behaviors.
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Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Identify fair methods for settling conflicts.
Demonstrate and explain proper use of seatbelts.
Identify stress associated with different situations (e.g., recital, leadership role, disagreement with a peer, and visit to the principal's office).
Identify negative effects of using alcohol, tobacco, and drugs.

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Demonstrate an ability to influence others to become involved in healthy community projects.
Explore ways individual can contribute to on-going state/community health projects.

Competencies and Objectives – Grade 3

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Identify types of childhood injuries, illnesses, and ways of prevention and treatment.
Recognize and describe the relationship between personal health behaviors and individual well-being.
Define nutritional terms on food labels (e.g., fats, calories, etc.).

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Analyze how the media influences thoughts and feelings about healthy behavior.
Identify ways that health care technology can impact personal health.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Investigate how the availability of health services affects the community.
Identify and discuss hazardous products.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
Apply ways to properly communicate care, consideration, and respect for self and others.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Communicate information that promotes positive health choices (e.g., nutrition, physical activity, drug use, peer choices).

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Develop a personal health plan and track progress toward achievement.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Demonstrate ways to avoid and reduce threatening or stressful situations.
List personal rights and responsibilities of individuals at home and school.

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Describe characteristics needed to be a responsible friend and family member.
Identify and understand the importance of contributing to the community.
Demonstrate an ability to influence others to become involved in healthy community projects.

Competencies and Objectives – Grade 4

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Identify the relationship between health behaviors and individual well-being.
Distinguish between communicable and non-communicable diseases.
Identify and practice strategies to reduce the spreading of germs.
Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Identify advertising techniques used in marketing health related products.
Explore differences in cultural diets.
Analyze ways health care technology can enhance personal health.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Demonstrate the ability to locate resources from home, school, and community that provide valid health information.
Distinguish between fact and opinion in health information.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Identify ways to be sensitive to the feelings of others to include disabled and chronically-ill persons.
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Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Explain how exercise enhances health.
Explain the impact of substance abuse on the individual, family, and community.
Identify factors that influence decision-making.
Apply a decision-making process to address personal health issues and problems.

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Develop a personal health plan and track progress toward achievement.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Compare various factors influencing health.
Illustrate safety and injury prevention techniques.
Distinguish between medicine use and misuse.

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Identify the characteristics of a good friend.
Demonstrate healthy choices outside the school environment.
Discuss ways that family time promotes healthy lifestyles.

Competencies and objectives – Grade 5

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Describe how participation in physical activity affects the body.
Discuss how the body's defenses against disease work.
Identify ways the body's defense system can be improved.
Distinguish between healthy and unhealthy snacks.

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Explore various eating habits and how they relate to family culture and lifestyles.
Describe the way technology affects health.
Analyze ways in which the media influences buying decisions regarding health products, medicine, and food.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Locate and evaluate the functions of community agencies and health care professionals.
Identify the impact of health services (e.g., ambulance service, rescue squad) in the community.
Identify and discuss the use and impact of health products (e.g., sunscreen, toothpaste).

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family, and others in socially acceptable ways.
Demonstrate an awareness of safety through modeling.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Explore the characteristics of habits and how habits affect personal health.
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Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Identify health goals and evaluate strategies/skills for attaining personal health goals.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Examine health and fitness assessments and their role in developing a plan for lifelong fitness.
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Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Identify responsibilities of a family.
Develop strategies to encourage and influence others in making healthy choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).

Competencies and Objectives – Grade 6

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Analyze how health education and promotion benefits individuals (e.g., reduces number of doctor visits, premature deaths, and chronic diseases).

Explore ways health promotion reduces health care costs.

Discuss how body hygiene, posture, and one’s self-image affect overall health.

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Describe the benefits and threats of technological advances to healthy living.

Relate how information presented in the media affects the attitude of our population toward health related issues.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Research current health promoting products and services.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate strategies to manage conflict in healthy ways.

Examine how to handle difficult interpersonal situations through effective communication.

Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Understand positive and negative reinforcement and how they relate to decision- making.

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Identify forms of exercise that help us to be healthier.

Define the responsibility a community has to help its members maintain good health.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Demonstrate ways to practice helpful behaviors and build health skills.

Explain and give examples of the use, misuse, and abuse of substances.

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Describe various communication methods that accurately express health opinions and issues.

Investigate ways that indoor air quality can be improved in the classroom.

Employ the ability to encourage and support others in making healthy choices.

Identify ways natural resources can impact human health.

Competencies and Objectives – Grade 7

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Identify behaviors for effectively handling peer pressure and stress. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Analyze how hygiene, posture, and self-image affect overall health.
Give examples of communicable diseases and discuss transmission and methods of prevention. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Describe the effects of puberty on social and emotional behavior. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Propose ways in which improving the environment can enhance physical, mental, and social health.
Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Describe the influence of culture on health behaviors.
Analyze how the media and other sources influence health behavior.
Explore technology and other resources to improve personal and family health.

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Critique sources of information regarding health products and services to determine if they are reliable or unreliable.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate various forms of effective communication.
Demonstrate strategies to manage conflict in healthy ways.
Examine how to handle difficult interpersonal situations through effective communication. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Demonstrate the ability to apply decision-making models to health issues and problems. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.
Develop an action plan for achieving a personal health goal.

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Demonstrate practices of making safe choices.

Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)

Distinguish among use, misuse, and abuse of substances.

Identify how a properly balanced diet and exercise influence healthy body weight.

List health professionals that provide education, counseling services, and treatment to prevent communicable disease.

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Demonstrate an ability to influence others to become involved in healthy community projects.

Competencies and Objectives – Grade 8

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1}

Describe causes and effects of stress and identify healthy ways to manage stress.
Explore the changes during adolescence. (physical, mental/ emotional, and social) Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Identify ways individuals can reduce risk factors related to communicable and chronic diseases. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Identify the various components of the human life cycle.

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

Analyze the positive and negative influences of technology and media on personal and family health.
Describe the influence of cultural beliefs on health behaviors.
Understand peer relationships and their impact on health decisions. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

Distinguish differences among various health care professionals.
Explain an individual's responsibility in choosing health products and services.
Explain the reasons for public health laws and regulations.

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

Demonstrate ways to cope with interpersonal conflicts. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Practice refusal skills for risk taking behaviors. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>
Examine ways to promote positive behavior when dealing with individual differences.

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

Analyze how nutrition affects physical, mental, and emotional development.
Develop a plan that addresses commitment and self-control.
Analyze how health related decisions are influenced by individuals, family, and community values.
Predict how decisions regarding health behaviors have consequences for self and others. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

Create a personal health plan that encourages an active lifestyle.
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Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

Demonstrate common first aid procedures and identify ways to obtain various sources of help.
Identify regulations and adverse effects of the use and misuse of prescription, over the counter, and illegal drugs.
Identify the six essential nutrients needed by the body and their nutrient sources.
Describe the role the Food and Drug Administration (FDA) plays in the safety of the products we use on a daily bases and how it relates to our health.
Demonstrate practices of making safe choices. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

Explain ways to improve community health and techniques for conserving natural resources.
Identify services for people who abuse drugs.
Explain ways students can help friends who may exhibit signs of suicide.

This is taken directly from the following website:

<http://www.mde.k12.ms.us/curriculum-and-instruction/physical-and-health-education>

2006 Mississippi Comprehensive Health Framework

• Acknowledgements

Mississippi owes a debt of gratitude to the following educators for their hard work and dedication in developing a quality vision for comprehensive health education in our state.

Paula Barner	Sunflower County Schools
Vicki Brumfield	Lamar County School District
Patrick Coogan	Gulfport School District
Deborah Davis	Kosciusko School District
Michelle Prince	Tupelo Public Schools
Amy Hawkins	Pascagoula School District
Jemmye Ann Holms	Copiah County Schools
Dr. Barry Hunt	Mississippi State University
Shirley Hunter	Mound Bayou School District
Margarett Jackson	Jackson Public Schools
John Lindsey	Petal School District
Frances Robertson	Columbia School District
Bernell Saffold	Holmes County Schools
Kathy Shows	Madison Public Schools
Bessie Silket Thompson	Coahoma Agricultural High School
Kandy Stringer	Rankin County School District
Anita Sumrall	Lamar County School District
Ruth Tellis	Lowndes County Schools
Evelyn Williams	Greenville Public Schools
Dr. Joyce Yates	Mississippi University for Women

• Other Information

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

The 2006 Mississippi Comprehensive Health Framework ensures that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

PURPOSE

The 2006 Mississippi Comprehensive Health Framework promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CYCLE

The pilot (optional) year for the framework is 2005-2006. Implementation of the framework begins in the school year, 2006-2007.

COMPETENCIES

Competencies are required to be taught to all students and are printed in bold face type. The seven competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teachers flexibility in developing curriculum unique to their students' needs.

ORGANIZATION

The 2006 Mississippi Comprehensive Health Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday health-related behaviors.

Each grade level has seven competencies that focus on healthful living behaviors. Each competency has suggested objectives designed to reinforce the competency. There are also suggested teaching strategies and assessment methods that can be applied to the objectives. These competencies are based on the National Health Education Standards.

This framework is designed to be progressive. Beginning in Kindergarten, the students should receive the basic skills so that by Twelfth grade the students are proficient in many of the competencies.

CONTENT STRANDS

The 2006 Mississippi Comprehensive Health Framework consists of ten content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Comprehensive Health.

Comprehensive Health Strands:

Community/Environmental Health (C)	Nutrition (N)
Personal Health (PH)	Consumer Health (CH)
Human Growth and Development (H)	Mental Health (M)
Disease Prevention and Control (D)	Safety and First Aid (S)
Drug Abuse Prevention (DA)	Family Life (F)

The strand code is identified in parentheses at the end of each competency.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. Each school district may adopt the suggested objectives and are encouraged to write additional objectives that meet the needs of students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. The strategies should be enhanced by the school district and teachers based on the health needs of students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Comprehensive Health should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as critical thinking, problem solving, responsible citizenship, self-directed learning and effective communication.

THE REVISION PROCESS FOR THE COMPREHENSIVE HEALTH FRAMEWORK

From nominations by school district superintendents and others, the Comprehensive Health Curriculum Revision Team was selected in August of 2003. The purpose of the team was to draft a new comprehensive health framework. The 22 member Comprehensive Health Curriculum Revision Team was comprised of public school teachers and university professors.

In order to gain an understanding of the direction of comprehensive health education, assessment surveys were sent to each school district. The National Health Education Standards were used to help in the development of the framework. Finally, drafts of the document were made available to all educational stakeholders for input and were revised accordingly.