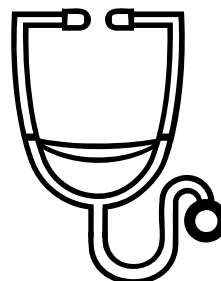


Mississippi Comprehensive Health Framework



**Mississippi Department of Education
2006**



2006 Mississippi Comprehensive Health Framework



Dr. Henry L. Johnson, State Superintendent of Education
Dr. Susan Rucker, Executive to the State Superintendent of Education
Dr. Bonita Potter, Associate State Superintendent of Academic Education
Judy Couey, Bureau Director, Office of Curriculum and Instruction
Trecina Green, Division Director, Office of Curriculum and Instruction
Shane McNeill, Physical Education/Comprehensive Health Specialist

Approved by the State Board of Education on July 15, 2005

Mississippi Department of Education
359 North West Street
P.O. Box 771
Jackson, MS 39205
Phone: (601) 359-2586
Fax: (601) 359-2040
<http://www.mde.k12.ms.us>

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Suite 359
Jackson, Mississippi 39201
(601) 359-3511

TABLE OF CONTENTS

Introduction to the Comprehensive Health Framework	i
Kindergarten	1
First Grade	5
Second Grade	10
Third Grade	14
Fourth Grade	19
Fifth Grade	24
Sixth Grade	28
Seventh Grade	33
Eighth Grade	38
Ninth-Twelfth Grade	43
Glossary	48
Comprehensive Health Resources	52

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 Helms	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

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.

Kindergarten

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

In some instances, the initial exposure for students in maintaining a healthy lifestyle is in kindergarten. The health of individuals is a building process; the teacher must reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Kindergarten

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)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)

- 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 Pyramid.
- Identify emergency numbers.

2. Demonstrate the ability to access valid health information and health-promoting products and services. (C, S, CH)

- Identify health products and services used by adults/children.
- Identify healthy helpers in the community.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)

- Demonstrate safe behavior in daily activity.
- Demonstrate positive personal hygiene.

4. Analyze the influence of culture, media, technology, and other factors on health. (M)

- Understand the differences among peers and how they relate to culture.
- Understand procedures in the case of an emergency.

5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, F, M, S)

- Demonstrate ability to work in group settings without interfering with others.
- Explain healthy ways to express feelings.
- Identify ways families meet the needs and wants of each family member.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

- a. Demonstrate an ability to identify healthy food.
- b. Demonstrate healthy choices (i.e., engaging in activity).
- c. Explain how to set personal health goals and track progress toward achievement.

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

- a. Discuss the importance of influencing others to make healthy choices.
- b. Demonstrate an ability to recognize health services in the community (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).

2006 Mississippi Comprehensive Health Framework

Grade Level: Kindergarten

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessments
1	a	Show and discuss pictures of safe and unsafe practices.	Teacher Observation
1	a	Role-play ways to avoid a stranger.	Role playing
1	b	Have students decide whose heart is working harder after viewing pictures of people sleeping, running, riding a bike, and sitting.	Peer Observation
1	c	Read and discuss <u>My Five Senses</u> and/or <u>Brown Bear, Brown Bear.</u>	Teacher Observation
1 6	d a, b	Use Pyramid Pizza to identify foods in each food group.	Teacher Observation
2	a	Demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, soap).	Teacher Observation
2 7	b b	Cut pictures from magazines that show people in the family, school, and community who promote health and safety.	Teacher Observation
4	a	Read <u>We're Different, We're All the Same</u> and discuss.	Teacher Observation
4	a	Have students draw a picture of themselves. Allow students to compare the characteristics they put in their picture with another student's picture. Identify which characteristics are the same and which characteristics are different. Emphasize to the students that these different characteristics are what make each of us unique.	Student Journal
4	b	Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator.	Demonstration
5	c	Define family and roles of each family member.	Teacher Observation
6	a	Read <u>Give Me 5-A-Day</u> to students. Incorporate physical activity, reading and counting activities.	Student Journal
7	b	Take students on a field trip to tour the various emergency agencies in the community (i.e., fire department, police department, hospital, etc.). Have students role play each.	Role Play

First Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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 be provided an opportunity to understand the importance of participation in physical activity.

First grade teachers should focus on the relationship between personal health behaviors and individual well being. Teachers should also place emphasis 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.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

First Grade

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)

Competencies and Suggested Objectives:

- 1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, D)**
 - Identify ways of preventing and controlling disease.
 - Introduce healthy snacks.
 - Identify reasons for taking medicine.
 - Recognize that health problems should be detected and treated early.
- 2. Demonstrate the ability to obtain valid health information and health promoting products and services. (C, S, CH)**
 - 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.
- 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, D, S, F, D)**
 - Explain ways family members work together to obtain and maintain healthy behaviors.
 - Contrast safe and risky behaviors.
 - Identify healthy habits that ensure good hygiene.
 - Identify items appropriate for sharing and items not appropriate for sharing.
- 4. Analyze the influence of culture, media, technology, and other factors on health. (M, PH, CH)**
 - Identify factors that contribute to individuality.
 - Introduce technologies that influence health.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, F)**
 - a. Describe the difference in verbal and nonverbal communication.
 - b. Demonstrate attentive listening skills to build and maintain healthy relationships.
 - c. Explain how nonverbal communication impacts the feelings of others.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**
 - a. Identify guidelines for making wise food choices.
 - b. Explore a variety of physical activities.
 - c. Set a personal health goal and track progress toward its achievement.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)**
 - a. Understand the importance of influencing others to make healthy choices.
 - b. Work collaboratively in small groups to achieve a common goal.

2006 Mississippi Comprehensive Health Framework

Grade Level: First

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Discuss how germs are spread and demonstrate ways to dress appropriately for the weather to prevent illness.	Role Play
1	b	Read <u>Go, Glow, Grow</u> . Identify which foods help you go, glow, and grow.	Teacher Observation
1 7	b a	Identify healthy quick snacks (i.e., whole fruit, yogurt) and easy to make snacks (i.e., cinnamon toast, 100% fruit juice pops).	Teacher Observation
1	c	Invite school nurse to explain the benefits of taking medicine as prescribed and the harmful effects of illegal drugs.	Teacher Observation
2	a	Discuss community helpers and have students identify each through pictures from magazines and newspapers.	Teacher Observation
2	b	Invite emergency and community workers to demonstrate the equipment they use.	Teacher Observation
2	c	Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use. Demonstrate the proper way to floss teeth.	Teacher Observation Demonstration/Modeling
3	a	Discuss various feelings and how family members influence these feelings.	Teacher Observation
3	b	Identify and discuss safety rules for bus, playground and street. Have students practice these skills.	Teacher Observation
4	a	Discuss characteristics that create distinctiveness in individuals (i.e., singing, athletics, hobbies, etc.).	Student Journal
4	b	Discuss the importance of 911, when to use it, and how to use it.	Role Play
5	a,c	Explain how students can express their feelings though verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.).	Student Journal Teacher Observation Demonstration

2006 Mississippi Comprehensive Health Framework

5	a,c	Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).	Student Journal Teacher Observation Demonstration
6	a	Use <u>Fabulous Fruits, Various Vegetables</u> from the Mississippi Department of Education, Office of Nutrition, to encourage students to eat different fruits and vegetables. Keep a log of fruits students eat for lunch and create a pictograph.	Peer Assessment Food Log Star Chart
6	c	Guide students in developing a healthy class goal (i.e., Exercising ten minutes each day).	Student Journal Modeling Demonstration
7	a, b	Discuss the health benefits associated with making healthy choices. Have students work in groups to identify ways they can help others make healthy choices.	Group role play Chart

Second Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

Second grade should focus 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. Teachers should also continue to reinforce the importance of gaining the basic health skills at an early age.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Second Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (D, C, PH, N, H)

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

2. Demonstrate the ability to obtain valid health information and health promoting products and services. (CH, C, S, PH)

- a. Identify differences among health products and services.
- b. Understand the importance of warning labels.
- c. Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, F, D)

- a. Identify ways to resolve conflicting situations.
- b. Demonstrate and explain proper use of seat belts.
- c. Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, visit to the principal's office).
- d. Identify negative effects of using alcohol, tobacco, and drugs.

4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, MH)

- a. Appreciate the diversity of peers (i.e., uniqueness of individual qualities) and how it relates to culture.
- b. Describe how the media (i.e., Terrance the Rat) influences health choices.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, S, D, M, PH)**
 - a. Identify ways to communicate care, consideration, and respect of self and others.
 - b. Demonstrate refusal skills (i.e., just say no, don't talk to strangers) to enhance health.
 - c. Distinguish between evaluations of performance and personal worth.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**
 - a. Explain the potential results (i.e., accidents, nutrition, physical activity, drug use) of health choices.
 - b. Identify the benefits of making healthy choices (i.e., alternative choice for unhealthy decisions).
 - c. Explain how goal-setting affects decision-making.

- 7. Students will demonstrate the ability to advocate for personal, family, and community health. (PH, C, N)**
 - a. Demonstrate an ability to influence others to make healthy choices.
 - b. Explore ways individual contributions can contribute to community health (i.e., clean-up projects, adopt-a-mile projects).

2006 Mississippi Comprehensive Health Framework

Grade Level: Second

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Use <u>We Are What We Eat</u> to outline the benefits that children receive from eating healthy.	Teacher Observation
1	b	Identify the proper accessories (i.e., tennis shoes, helmet to wear when riding a bike). Practice the proper way to wear a bicycle helmet.	Demonstration Matching Game Assessment
1	c	Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.	Teacher Observation
2	b	Show warning labels and discuss the hazards of each.	Matching Assessment
2	c	Allow health professionals to visit and discuss their roles in health promotion/disease prevention.	Modeling
3	b	Show videos on seat belt safety, discuss the importance and demonstrate the proper way to wear it.	Skills Test Demonstration
3	c	Explain what happens to the body (i.e., eyes widen, mouth becomes dry, muscles tighten, heart rate increases) when one is experiencing a stressful situation.	Rubric/Checklist Demonstration
3	d	Use the RAT and DARE programs to discuss alcohol, tobacco, and drug use as they relate to health. Role play saying no.	Role Play
5	a, b	Have a community helper (police officer) teach students how to avoid being abducted and what to do if approached by a stranger.	Role Play
6	b	Discuss ways to avoid negative peer pressure (i.e., smoking, bullying, drug use).	Role Play
7 4	a b	Discuss ways to influence others to make healthy choices. Show how media uses athletes to influence society to make healthy choices (i.e., why drink milk, not using drugs).	Role Play
7	b	Create a public service announcement encouraging the public to make healthy choices. Place some of these in the school newspaper, on the school's website, and/or radio.	Rubric

Third Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

In third grade students should gain an understanding of how family influences personal health. They should also be introduced to childhood illnesses/injuries and how they can be prevented. Teachers should continue to reinforce the importance of learning the basic skills of health promotion and disease prevention at an early age. The students should also gain an understanding about the importance of participation in physical activity.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Third Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, D, M, S, N)

- a. Identify types of childhood injuries and illnesses and ways for prevention and treatment.
- b. Recognize and describe the relationship between personal health behaviors and individual well-being.
- c. Identify proper use of resources in health promotion and disease prevention.
- d. Define nutritional terms on food labels (i.e., fats, calories, etc.).

2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (PH, C, S)

- a. Investigate how the availability of health services affects the community.
- b. Identify and discuss hazardous products.
- c. Identify characteristics of valid health information and health promoting products and services.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (M, S, CH, PH, F)

- a. Demonstrate ways (i.e., conflict resolution) to avoid and reduce threatening situations.
- b. List personal rights and responsibilities of individuals at home and school.
- c. Explore alternative techniques in managing stress.

4. Analyze the influence of culture, media, technology, and other factors on health. (PH, H, F, CH)

- a. Describe how culture influences personal health behaviors.
- b. Analyze how the media influences thoughts, feelings, and health behavior.
- c. Identify ways that health care technology can impact personal health.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, F, H, PH)**
 - a. Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
 - b. Apply ways to properly communicate care, consideration and respect for self and others.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D)**
 - a. Communicate information (i.e., nutrition, physical activity, drug use, peer choices) that promotes positive health choices.
 - b. Demonstrate the ability to practice healthy choices.
 - c. Develop a personal health plan and track progress toward achievement.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (CH, PH, H)**
 - a. Describe characteristics needed to be a responsible friend and family member.
 - b. Identify and understand the importance of contributing to the community.

2006 Mississippi Comprehensive Health Framework

Grade Level: Third

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Explain injuries associated with riding a bicycle. Discuss the parts of a bicycle and how to check the bicycle (i.e., reflectors, tire pressure, proper seat height) to be sure it is safe to ride.	Checklist
1	b	Describe the effects physical activity has on the body. Allow students to be active so they can actually experience these feelings.	Teacher Observation Oral Assessment
1	d	Develop a food plan for a day. Make a tally chart to indicate the nutrients in the selected foods.	Self Assessment
2	a	Explain how the shortage of the flu vaccine affects the community.	Rubric Oral Report
2	b	Invite a local firefighter (i.e., training division) to speak to the class about hazardous products in everyday life. Complete a list of hazardous products found in the household.	Written Assessment Checklist Poster
3	a	Discuss the importance of anger management. Role play students demonstrating anger management skills.	Role-play
3	b	Discuss students' personal rights and responsibilities. Have students create a students' bill of rights.	Rubric Poster
4	a	Explain characteristics of different cultures.	Report Poster
4	c	Provide internet sites for students to explore health related issues.	Teacher Observation
5	a	Video students demonstrating different ways to communicate using verbal and non-verbal communication.	Peer Assessments
6	b, c	Create a personal health plan.	Rubric Health Log
7	a	Give examples of persuasive arguments and how they influence the choices of others.	Debate Role Play

2006 Mississippi Comprehensive Health Framework

7	a	Create a want advertisement describing the characteristics students would like in a friend.	Written Assessment
7	b	Guide students in exploring community health projects. Organize and participate in a school recycling project.	Project

Fourth Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

Fourth grade students should learn to identify 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.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Fourth Grade

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)

Competencies and Suggested Objectives:

- 1. Comprehend concepts related to health promotion and disease prevention. (PH, C, D, N)**
 - Identify a 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).
- 2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, F, D, CH, N)**
 - Demonstrate the ability to locate resources from home, school and community that provide valid health information.
 - Distinguish between fact and opinion in health information.
- 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (D, S, M)**
 - Compare various factors influencing health.
 - Illustrate safety and injury prevention techniques.
 - Distinguish between drug use and misuse.
- 4. Analyze the influence of culture, media, technology, and other factors on health. (PH, CH, C)**
 - Identify advertising techniques used in marketing health related products.
 - Explore differences in cultural diets.
 - Analyze ways health care technology can enhance personal health.

5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, M, HG, F)

- a. Apply a decision-making process to address personal health issues and problems.
- b. Identify ways (e.g., compassion, encouragement) to be sensitive to the feelings of others to include disabled and chronically-ill persons.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, F, M, D)

- a. Investigate the effects of exercise on well-being.
- b. Explain the impact of drug abuse on the individual, family, and community.
- c. Identify factors that influence decision-making.
- d. Identify proper ways to achieve health goals.

7. Demonstrate the ability to advocate for personal, family, and community health. (F, H, C, N)

- a. Identify the characteristics of a good friend.
- b. Demonstrate healthy choices outside the school environment.
- c. Discuss ways that family time promotes healthy lifestyles.
- d. Discuss ways that individuals can contribute to community well-being.

2006 Mississippi Comprehensive Health Framework

Grade Level: Fourth

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students create a chart to identify certain unhealthy habits and the risks associated with these habits.	Teacher Observation
1	c	Place glitter on some of the students' hands and have them introduce themselves with a handshake to the rest of the class. Have students wash hands using warm water and soap to demonstrate a strategy to reduce germ spreading.	Demonstration
1	d	Use a variety of objects to approximate food serving sizes.	Teacher Observation
2	a, b	Choose a health related project and research the validity of the project.	Rubric
3	a, b, c	Have groups design a poster of at least five factors that influence health.	Peer assessment
4	a	View televised commercials on health related products and have students evaluate effectiveness using a rubric and write a paragraph.	Rubric
4	b, c	Have students research common foods and determine the nutritional value in different cultures via the internet.	Oral presentation
5	a	Have students choose a personal health issue and develop a plan to address it in journal writing.	Journal writing
5	c	Explain and list ways students can be helpful to those with disabilities.	Written assessment
6	a	Have students research the effects of sedentary lifestyle verses that of an active lifestyle using a variety of resources.	Rubric
6	b, c	Discuss the impact peers have on decision-making. Have students role-play different situations and make correct decisions.	Teacher Observation
7	c	Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time.	Class Discussion

2006 Mississippi Comprehensive Health Framework

5 7	c c	Explain ways students can help prepare for dinner. Teach students how to set the table, pour drinks, create place mats, pick flowers, clean table and dishes after dinner, etc.	Teacher Observation
--------	--------	---	---------------------

Fifth Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

Fifth grade teachers should emphasize the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should also reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Fifth Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (H, D, N)

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

2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, CH, PH)

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

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, CH, H, N, M)

- a. Evaluate the reliability of various health information sources.
- b. Examine health and fitness assessments and their role in developing a personal wellness program.
- c. Identify personal health needs and develop long-term goals for a healthy lifestyle.

4. Analyze the influence of culture, media, technology, and other factors on health. (F, CH, C, P, H)

- a. Explore various eating habits (i.e., fast food, cooking ingredients) and how they relate to family backgrounds and lifestyles.
- b. Describe the way technology (i.e., video games, computers, and medical equipment) affects health.
- c. Analyze ways in which the media influences buying decisions regarding health products, medicine, and food.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (S, D, H, F, PH)**
 - a. Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
 - b. Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
 - c. Demonstrate an awareness of safety through modeling.

- 6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (H, PH, D, S)**
 - a. Identify health goals and their importance to well being.
 - b. Explore the characteristics of habits and how habits affect personal health.
 - c. Evaluate strategies and skills for attaining personal health goals.

- 7. Students will demonstrate the ability to advocate for personal, family, and community health. (C, F, M, D)**
 - a. Identify responsibilities within the family.
 - b. Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).

2006 Mississippi Comprehensive Health Framework

Grade Level: Fifth

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students view American Heart Association's "Jump into Action".	Teacher observation
1	c	Explain the importance of proper sleep and nutrition to decrease the risk of getting a cold.	Teacher Observation
1	a	Conduct a discussion on health agencies and their location. Have students use phonebook and maps to create their own community map.	Rubric Class Project
2	b	Have students do an Internet search of health products and services.	Written or oral presentation
3	c	Have students complete a health assessment and use the results to create personal goals.	Written assessment
4	a	Determine the amount of fat in a fast food item and explain the benefits associated with eating more fruits and vegetables.	Poster Oral Presentation
4	a	Plan a snack tasting activity. Have students rate snacks in areas of smell, taste, nutritional value, preparation time, etc. Create a graph to indicate their favorite snack.	Graph
4	a	Create a graph by classifying what students had for lunch by sweet, sour, salty, or bitter.	Graph
5	c	Allow the class to teach younger students the proper way to buckle a seatbelt.	Teacher observation
6	b	Have students create a chart to identify the risks associated with certain habits.	Teacher Observation
7	b	Have students conduct a survey to identify unhealthy behaviors of students. Have class organize a school wide health initiative to encourage students to exhibit healthy behaviors. Have students create posters, contracts, slogans, etc.	Rubric Star Chart

Sixth Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

Sixth grade should allow 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. Teachers should reinforce 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.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Sixth Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (C, PH, CH, H)

- a. Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).
- b. Theorize ways health promotion reduces healthcare costs.
- c. Describe the benefits and threats of technological advances to healthy living.
- d. Discuss how body hygiene, posture and one's self image affect overall health.

2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, CH, PH, N)

- a. Identify ways natural resources can impact human health.
- b. Research current health promoting products and services.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (CH, PH, F, D)

- a. Express personal feelings associated with making good or poor health related decisions.
- b. Explain and give examples of the use, misuse and abuse of substances.
- c. Discuss the responsibilities of the community that are necessary to obtain and maintain good health.

4. Analyze the influence of culture, media, technology, and other factors on health. (H, CH, C, PH, M)

- a. Explain how advances in communication services have improved healthcare.
- b. Analyze how collaboration among different entities is necessary for individuals to receive proper healthcare.
- c. Relate how information presented in the news media affects the attitude of our population toward health related issues.

5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, D, S, D)

- a. Demonstrate strategies to manage conflict in healthy ways.
- b. Differentiate between healthy and unhealthy ways of expressing emotions.
- c. Examine how to handle difficult interpersonal situations through effective communication.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, N, H, F, D)

- a. Understand positive and negative reinforcement and how they relate to decision-making.
- b. Compare and contrast various diet plans and how they relate to personal health.

7. Demonstrate the ability to advocate personal, family, and community health. (C, PH, F, H, S)

- a. Analyze various communication methods that accurately express health opinions and issues.
- b. Evaluate the services your school and community provide for individuals with special needs.
- c. Employ the ability to encourage and support others in making healthy choices.

2006 Mississippi Comprehensive Health Framework

Grade Level: Sixth

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	c	Conduct a class discussion on technology and health. Have students select a particular technology and design a poster showing its benefit and/or threat to health.	Rubric
1	d	Discuss the importance of a first impression and how a person's disposition affects that impression. Have students role play introductions, job interviews, entrances, etc.	Teacher Observation Role Play
2	a	Identify ways our natural resources become polluted or wasted. Have students create a list of environmental codes that commercial and residential properties must/should follow.	Rubric
2	b	Encourage students to participate in local health fair and regular eye, dental, and hearing exams.	Portfolio
3	c	Invite a fitness trainer from the community to speak to class about lifetime fitness and how to maintain good health.	Teacher Observation
4	a	Have students compare/contrast automobile safety before and after cellular phones and other communication devices.	Written report
4	c	Explore the newspaper and television news' reports. Discuss the effect each has on one's attitude.	Student Journal
6	a	Use resources such as student handbook and Mississippi Law to identify consequences associated with making poor decisions. Discuss rewards associated with making the right decisions.	Student Journal
6	a	Have students create a list of decisions they have made and determine if it was a good decision based on the reward or consequence they received.	Student Journal Poster
6	b	Have students research different diet plans and identify the negative and positive aspects of each. Students should understand the importance of a healthy diet and exercise.	Written assessment

2006 Mississippi Comprehensive Health Framework

6	b	Have students keep a dietary log and evaluate nutritional content.	Rubric
7	a	Analyze current events in relation to health.	Oral Report
7	b	Have students create a facilities plan indicating the strengths and weaknesses as they pertain to safety, disabled students, and efficiency.	Rubric/Peer Observation
7	c	Have students create signs, slogans, and speeches to “lobby” other students to make healthy choices.	Teacher Observation
7	c	Place students in small groups and have them write and produce a play demonstrating encouragement and support for healthy choices.	Rubric

Seventh Grade

As with all disciplines, Comprehensive Health 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 2006 Mississippi Comprehensive Health 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.

Students in the seventh grade should be able to analyze how the environment and personal health are interrelated. Teachers should also focus on the necessary skills to reduce risks associated with adolescent health problems.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Seventh Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)

- a. Identify behaviors for effectively handling negative peer pressure and stress.
- b. Analyze how body hygiene, posture, and self-image affect overall health.
- c. Give examples of communicable diseases and discuss transmission and methods of prevention.
- d. Describe the effects of puberty on social and emotional behavior.
- e. Propose ways in which improving the environment (i.e., pollution, landscape) can enhance physical, mental, and social health.
- f. Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.

2. Demonstrate the ability to obtain valid health information. (CH, PH, C)

- a. Critique sources of information regarding health products and services to determine if they are reliable/unreliable.
- b. Distinguish between advertisements and medical information.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)

- a. Demonstrate practices of making safe choices.
- b. Distinguish among use, misuse, and abuse of substances.
- c. Identify how a properly balanced diet and exercise influence healthy body weight.
- d. List health professionals that provide education, counseling services, and treatment to prevent communicable disease.

- 4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)**
 - a. Describe the influence of culture on the use of health behaviors.
 - b. Analyze how the media and other sources influence health behavior.
 - c. Evaluate the influence of technology and other resources on personal and family health.
 - d. Examine how information from peers influences health.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
 - a. Identify and differentiate roles and relationships within the family.
 - b. Demonstrate various forms of effective communication.
 - c. Demonstrate refusal and negotiation skills to enhance health.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, D, F, M, H, S, DA)**
 - a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.
 - b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
 - c. Demonstrate the ability to apply decision-making models to health issues and problems.
 - d. Develop a plan that addresses personal strengths, values, needs, and health risks.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)**
 - a. Propose ways to enhance community health.
 - b. Demonstrate the ability to work cooperatively.

2006 Mississippi Comprehensive Health Framework

Grade Level: Seventh

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Role-play situations involving communication skills to avoid peer pressure and stress.	Observation
1	b	Prepare posters targeting proper hygiene.	Rubric
1	c	Invite a nurse to speak to the class concerning health promotion and disease prevention.	Observation of listening skills
1	d	Identify specific developmental tasks that are necessary during a particular period of growth in order for a person to continue to grow toward maturity.	Student Journal
1	f	Demonstrate the residues from tobacco use by showing a “smoking doll”.	Teacher Observation
2	a	Have students examine and explain the purpose of various health products.	Teacher Observation
2	b	Have students critique an advertisement and information used to influence people to take a medicine or product.	Rubric
3	a	Have students work in groups to create a skit showing how peer pressure can affect the outcome.	Teacher Observation
3	b	Have students use a body poster to identify organs affected by drug use.	Rubric
3	c	Design a personal fitness plan that includes goal setting.	Rubric
3	c	Use <u>Urge to Splurge</u> from USDA’s, <u>Power of Choice</u> to identify hunger cues and how to manage hunger.	Teacher Observation
3	c	Keep food diaries and enter foods consumed into a web-based nutrient analysis program to determine if individual needs are being met for calories and nutrients.	Teacher Observation
3	d	Use technology to research various services available for disease treatment. Have students complete a report to show their findings.	Rubric

2006 Mississippi Comprehensive Health Framework

4	a	Have students write an advisory column answering questions about their culture (i.e., types of foods, how foods are prepared, etc.).	Rubric
4	c	Research different ways (i.e., Franklin Planner, Desk Calendar, Palm Pilot, goal-setting, etc.) to manage time and their influences on personal and family health.	Teacher Observation
5	b	Role-play situations using refusal skills.	Teacher Observation
6	a	Have students identify ways (i.e., read a book and act it out, create an obstacle course using pillows, open boxes, use a hula hoop, dance to music) to be active indoors.	Student Journal
7	a	Have students create a volunteer community service project.	Portfolio
5 7	b,c b	Have students create a want advertisement for a friend, identifying the characteristics they want in a friend. Explain how these characteristics may change as students progress through the socialization process.	Student Journal

Eighth Grade

As with all disciplines, Comprehensive Health 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 and from others.

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

The 2006 Mississippi Comprehensive Health 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.

Eighth grade students should gain 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.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Eighth Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

- 1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)**
 - a. Describe some of the causes and effects of stress.
 - b. Identify healthy ways to manage stress.
 - c. Discuss the unique traits of adolescents.
 - d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
 - e. Identify the various components of the human life cycle.
 - f. Explain factors involved in use and misuse of drugs/medicines.

- 2. Demonstrate the ability to obtain valid health information. (CH, PH, C)**
 - a. Distinguish differences among various health care professionals.
 - b. Explain an individual's responsibility in choosing health products and services.
 - c. Explain the reasons for public health laws and regulations.

- 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)**
 - a. Demonstrate common first aid procedures and identify ways to obtain various sources of help.
 - b. Discuss laws and regulations for the protection against drug abuse.
 - c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.
 - d. Identify essential nutrients needed by the body and the nutrient sources.
 - e. List local, state, and federal agencies involved in regulating the production, possession, and use of drugs.

- 4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)**
 - a. Analyze the positive and negative influences of technology and media on personal and family health.
 - b. Describe the influence of cultural beliefs on health behaviors.
 - c. Understand the relationship between peer association and health decisions.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
 - a. Demonstrate ways to cope with interpersonal conflicts.
 - b. Practice refusal skills for risk taking behaviors.
 - c. Examine ways to promote positive behavior when dealing with individual differences.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, DA, F, M, H, S, D)**
 - a. Analyze how nutrition affects physical, mental, and emotional development.
 - b. Identify factors that influence individual decisions during adolescence.
 - c. Develop a plan that addresses commitment and self-control.
 - d. Analyze how health related decisions are influenced by individuals, family, and community values.
 - e. Predict how decisions regarding health behaviors have consequences for self and others.
 - f. Create a personal health plan that encourages an active lifestyle.

- 7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**
 - a. Explain ways to improve community health and techniques for conserving natural resources.
 - b. Identify services for people who abuse drugs.
 - c. Advocate to local, state, and federal agencies for increased regulations on drug use and possession of drugs.
 - d. Explain ways students can help friends who may exhibit signs of suicide.

2006 Mississippi Comprehensive Health Framework

Grade Level: Eighth

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, d	Have students log emotions and feelings in various home and school situations. Role-play situations and discuss time management skills, exercise, relationships, proper nutrition habits, number of hours of sleep needed, and coping skills.	Rubric/Teacher Observation
1	c	Invite a nurse to discuss sexually transmitted diseases, contraceptives, and simple ways (i.e., hand washing) to prevent communicable diseases.	Pre-test and post test
1	c	Have students research factors such as exercise, nutrition, stress management and how practical application of good health habits in these areas can lead to quality of life.	Written test
1	e	Have students view a video that emphasizes the components of the human life cycle.	Teacher observation
1	f	Students will create posters/displays and write essays about use and misuse of drugs/medicines.	Rubric
2	a	Invite health service professionals to speak to the class. Students will research various health professions.	Speaker evaluation
2	b	Have students use technology to explore and document various health products and services.	Rubric
2	c	Research Food and Drug Administration procedures and policies regarding approval for over the counter medicines and prescriptions.	Written report on research
2	c	Conduct a study on pollution in the community. Discuss the manufacturers that work to promote pollution control.	Rubric Student Made Video
3	a	Invite paramedic and local medical technicians to speak on first aid procedures and emergency care.	Teacher Observation
3	c	Have students brainstorm short term and long term goals pertaining to family, school, extracurricular activities, and life time experiences.	Oral discussion

2006 Mississippi Comprehensive Health Framework

3	d	Have students construct display boards on various nutritional topics or resources.	Rubric
3	d	Have students bring food labels for discussion. Discuss how proper eating influences efficient functioning of the major organs.	Teacher Observation
4	a, c	Have students watch the evening news and write a report about the health issues mentioned in the newscast.	Essay
4	b	Role-play health myths and present facts.	Rubric
5	a	Role-play conflict resolution skills.	Observation/class discussion
5	b	The students will discuss listening, self-disclosure, and feedback in communication.	Class discussion
5	c	Explain the importance of individual differences (i.e., job force, hobbies, etc.) and how these differences are important to society.	Observation
6	a	Have students organize health fair display boards.	Observation
6 7	b, c d	Create display board about suicidal tendencies.	Rubric
6	f	Have students identify health goals that promote personal health. Have students create strategies to assist them in achieving these goals.	Portfolio
7	a	Organize a school-wide recycling program.	Observation

Ninth – Twelfth Grade

The Comprehensive Health Framework for grades 9 through 12 is dedicated to student achievement of the knowledge and development of health literate individuals who are committed to the benefits of a healthy lifestyle. The focus of instruction should be on the ten comprehensive health strands and on the application and mastery of developing health enhancing skills.

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.

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way so 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 and from others.

The 2006 Mississippi Comprehensive Health 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 be provided an opportunity to understand the importance of participation in physical activity.

The health of individuals is a building process. The teacher must reinforce to students the importance of gaining a basic understanding of health promotion and disease prevention. The students should also gain an understanding about the importance of participation in physical activity.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. 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 the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

*** This course may be taught as a half credit or one credit course.**

Ninth-Twelfth Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D)

- a. Identify the harmful physiological and psychological effects of stress.
- b. List and describe types of mental disorders.
- c. Describe the transmission, symptoms, treatment, and prevention of communicable, non-communicable and sexually transmitted diseases.
- d. Describe the etiology and control of the AIDS virus.

2. Demonstrate the ability to obtain valid health information. (CH, PH, C)

- a. Explain the importance of keeping family medical records.
- b. Differentiate between nonprofessional and professional medical services.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, N, M, DA)

- a. Evaluate how environmental health problems impact personal and community health.
- b. Identify websites regarding sources that provide valid health information.
- c. Relate connections between human and environmental factors to the risk of accidents.
- d. Demonstrate basic first aid procedures.
- e. Describe how individuals can help reduce the misuse and abuse of drugs.
- f. Explain how drugs and medicines have affected the life span of human beings.
- g. List future positive effects of drugs and medicines on society.
- h. Compare or identify the interrelationship between the amount of food consumed to obtain ideal weight and the amount of food consumed in obese individuals.
- i. Identify the relationship between psychological factors and eating disorders.
- j. Identify available resources for treatment of mental illness.
- k. Explain other measures for at-risk behavior involving communicable diseases.

- 4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, P)**
 - a. Evaluate the implications of modern technology on societal health.
 - b. Analyze the influences of different cultural beliefs on health behaviors.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
 - a. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.
 - b. List several types of defense mechanisms and discuss their limitations in solving problems.
 - c. Discuss conflict resolution styles and components of communication that can aid in resolving conflicts.
 - d. Describe situations that could cause conflicts and problems within a family.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH DA, F, M, H, S, D)**
 - a. Interpret the role of nutrition and nutrients in maintaining health.
 - b. Examine the costs associated with healthcare.
 - c. Identify the activities and groups that protect the consumer.
 - d. Explain the process of human reproduction from conception to birth.
 - e. Utilize a decision-making model to identify reasons for abstaining from pre-marital sexual activity.
 - f. Define a value system and identify the relationship of values to actions.
 - g. Demonstrate the ability to work cooperatively with others to avoid potentially harmful situations.
 - h. Develop and implement a plan for increasing personal safety at home, work, and/or school.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)**
 - a. Develop and implement a campaign to influence and support others in making choices that reduce the risks of intentional or unintentional injury.
 - b. Demonstrate the ability to work cooperatively when advocating for healthy individuals.
 - c. Illustrate how drug use, misuse, and abuse cause problems in society.

2006 Mississippi Comprehensive Health Framework

Grade Level: Ninth-Twelfth

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students list how stress leads to heart disease, cancer, stroke and high blood pressure.	Rubric
1	b	Invite mental health resource personnel for class presentation.	Written test
1	c, d	Have students complete a checklist evaluating his/her risk of acquiring or spreading diseases.	Written test
2	a, b	Have students complete family medical forms and list characteristics of professional and nonprofessional medical services.	Teacher checklist
3	a, b	Have students prepare research essays on conserving natural resources.	Rubric
3	c, d	Have students complete a risk taking survey and list first aid procedures for accident prevention.	Observation checklist
3 7	e, f, g c	Invite drug task force and mental health personnel to lead class discussion on various drug topics.	Observation
3	h, i	Have students view and discuss videotape on eating disorders. Determine healthy weight range according to table and body fat calculation (i.e., Body Mass Index).	Written test
3	j	Research available mental health resources.	Rubric
3	k	Write and discuss a code of ethics.	Round table discussion
4	a	Have students bring articles from media sources and search web links for more up to date information and resources.	Open ended discussion
4	b	Have students discuss statistics on other cultures and how it relates to disease (i.e., eating habits, physical activity, doctor visits, availability of health services, etc.). Have students compare the statistics on other cultures to the United States.	Discussion
5	a	Lead the students in brainstorming when they hear the word "family".	Class participation

2006 Mississippi Comprehensive Health Framework

5	b	Have students list behaviors of “mental health and wellness” and list behaviors that indicate a “need for help”.	Teacher check list
5	c	Have students role-play situations on resolving conflict.	Teacher Observation Rubric
5	d	Invite a family counselor to discuss problems of dysfunctional families and identify ways for students to eliminate and cope with problems.	Quiz and essays
6	a	Create a brochure on the connection between nutrition and disease.	Rubric
6	b	Have students research groups to explore various methods of medical payments (i.e., HMOs, Hospice, personal insurance, Medicare, Medicaid).	Teacher Observation
6	c	Have students search the web and report on the various consumer protection groups.	Rubric
6	h	Invite a speaker from the American Red Cross to discuss safety.	Guest speaker report
7	a	Create a risk behavior poster for a school event such as Prom, a slogan contest, or a public service announcement.	External judges
7	b	Invite the Partnership for a Healthy MS to present <i>Frontline</i> .	Reflective writing
7	b	Invite a Farm Bureau Safety Specialist to speak to the class and have him/her use Fatal Vision Goggles to demonstrate the effects of drinking on driving. Have students do a group project.	Rubric
7	b	Have students write recommendations to the school health council on ways to improve the health of students (i.e., school environment, health services, physical activity, etc.).	Teacher Observation
7	c	Have students construct a “cost to society” worksheet. Invite individuals from a rehabilitation program to share experiences.	Teacher Observation Rubric

Glossary

Abstinence- To abstain or refrain from something by one's own choice.

Adolescent Risk Behaviors- Behaviors identified by the Centers for Disease Control as being the most influential on the health of teenagers. These behaviors include tobacco use, eating patterns that contribute to disease, a lack of physical activity, sexual behaviors that result in HIV/STD infection and unintended pregnancy, alcohol and other drug use, and behaviors that result in injury.

Advocate- To speak out for another person or cause.

Assessment- A collection of information used to evaluate student performance. Assessment information may include teacher observations, tests, writing samples, projects, research papers, class presentations, and performance tasks.

Communication- A process through which you send messages to and receive messages from others.

Conflict Resolution- The process individuals use to end a conflict by cooperating with others and problem solving.

Coordinated School Health Program- An organized set of policies, procedures, and activities designed to protect and promote the health and well-being of students and staff that has traditionally included school health education, healthful school environments, and school health services. At a minimum, such a program should include school guidance and counseling, physical education, nutrition services, social work, psychological services, and employee health promotion (Joint Committee 1991, 103).

Culture- The collective beliefs and behaviors of a group of people.

Developmentally Appropriate- Strategies that are suitable for, or consistent with, the age, growth, and developmental level of a student.

Emotional abuse- A pattern of behavior that attacks a child's emotional development and sense of self-worth.

Emotional intimacy- The ability to experience a caring, loving relationship with another person with whom you can share your innermost feelings.

Emotional maturity- The state at which the mental and emotional capabilities of an individual are fully developed.

Emotions- Signals that tell your mind and body how to react.

Empathy- The ability to imagine and understand how someone else feels.

Exercise- An individual task or item to which a student responds.

First aid- The immediate, temporary care given to a person who has become sick or who has been injured.

Friendship- A significant relationship between two people based on caring, consideration, and trust.

Health- The combination of your physical, mental/emotional, and social well-being.

Health-care facility- A facility staffed by healthcare professionals and equipped to provide health services.

Health-care providers- Professionals trained in the health fields.

Health consumer- A person who uses health products or services.

Health educator- A practitioner who is professionally prepared in the field of health education who demonstrated competence in both theory and practice, and who accepts responsibility to advance the aims of the health education profession.

Health literacy- The capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that are health enhancing.

Health skills- Specific tools and strategies that lead to better and more informed health choices.

Immunity- The body's natural defenses against infection.

Immunization- A program whereby communities or other large populations are systematically made immune to a disease.

Infectious disease- A disease caused by organisms that enter and multiply within the human body.

Learning log- A record in which students communicate how and what they have understood about a concept or unit of study.

Lifestyle activities- Forms of physical activity that are a normal part of your daily routine or recreation that promote good health throughout a lifetime.

Medicine misuse- Using a medicine in a way other than the one intended.

Medicines- Substances that, when taken internally or applied to the body, help prevent or cure a disease or other medical problem.

Mental health- Generally having a positive outlook, being comfortable with yourself and others, and being able to meet life's challenges and demands.

Obesity- Excess body fat or adipose tissue.

Over-the-Counter Medicines- Medicines purchased without a doctor's prescription.

Peer pressure- The control and influence people may have over another individual.

Peers- People of the same age who share a similar range of interests.

Performance indicator- Performance indicators are specific illustrations of the material and ideas implied by the learning standards.

Physical activity- Any form of movement, whether purposeful, as in exercise and sports or recreation, or incidental, as when carrying out domestic chores.

Physical fitness- The ability to carry out daily tasks easily and have enough reserve energy to respond to unexpected demands.

Plaque- A sticky, colorless film that acts on sugar to form acids that destroy tooth enamel and irritate gums.

Poison- Any substance (solid, liquid, or gas) that causes injury, illness, or death when introduced into the body.

Poison control center- A 24-hour hot line that provides emergency medical advice on treating victims of poisoning.

Prevention- Practicing healthy habits to keep a person well and free from disease and other ailments.

Public health- A community-wide effort to monitor and promote the welfare of the population.

Recycling- The treating of waste so that it can be reused, as well as having an awareness of such practices.

Refusal skills- Techniques that can help you refuse when you are urged to take part in unsafe or unhealthful behaviors.

Relationship- A bond or connection between people.

Risk factors- Actions or behaviors that represent a potential health threat.

School health education- The component of the school health program that addresses the dimensions of health and the development, delivery and evaluation of a planned, sequential curriculum and teaching strategies.

Self-esteem- The perception an individual has about his/herself.

Stress- Mental, emotional, or physical tension, strain or distress.

Tartar- A hard, crust-like substance.

Tolerance- Accepting others' differences and allowing them to be who they are without expressing disapproval.

Vaccine- A preparation containing weakened or dead pathogens that provides immunity by causing the body to produce antibodies to the pathogen.

Values- Beliefs and standards of conduct that are important to an individual.

Vehicular safety –Obeying the rules of the road, as well as exercising common sense and good judgment.

Virus- The smallest known type of infectious agent.

Wellness- An overall state of well-being and total health.

Comprehensive Health Resources

American Lung Association

1740 Broadway

New York, NY 10019

www.lungsusa.org

Provides lesson plans about healthy lungs, asthma, etc.
(All Grades)

American Cancer Society

1599 Clifton Road, NE

Atlanta, GA 30329-4251

900-227-2345

<http://www.cancer.org>

American Heart Association

7272 Greenville Avenue

Dallas, TX 75231-8721

800-242-8721

<http://www.americanheart.org>

Alcoholics Anonymous

PO Box 459

New York, New York 10163

www.mbensel.com/aa.htm

American Dental Association

211 East Chicago Avenue

Chicago, IL 60611

www.ada.org

American Institute of Nutrition

9650 Rockville Pike

Bethesda, MD 20814

www.asns.org

AskERIC Lesson Plans

Search the AskERIC Lesson Plan Collection! Browse AskERIC Lesson Plans by Subject.

[From:ericir.syr.edu/Virtual/Lessons](http://ericir.syr.edu/Virtual/Lessons)

Asthma and Allergy Foundation of America

1125 15th Street, Suite 502
Washington, DC 20005
www.aafasocal.com

Centers for Disease Control and Prevention

MS K-32
4700 Buford Highway, NE
Atlanta, GA 30341-3724
888-CDC-4NRG
<http://www.cdc.gov>
Provides general health information about schools and information about preventing the spread of the flu in schools.

Council on Environmental Quality

722 Jackson Place, NW
Washington, DC 20503
www.deq.state.la.us

Food and Drug Administration

Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857
www.fda.gov

Juvenile Diabetes Foundation

432 Park Avenue South
New York, NY 10016
www.jdf.org

March of Dimes Birth Defects Foundation

1275 Mamaroneck Avenue
White Plains, NY 10605
www.modimes.org

Mothers Against Drunk Driving

511 East John Carpenter Freeway
Irving, TX 75062
www.madd.org

National Arthritis and Musculoskeletal and Skin Diseases

Information Clearinghouse

P.O. Box AMS

Rockville Pike

Bethesda, MD 20892

www.arthritis.org

National Association of Mental Health

1790 Broadway

New York, NY 10010

www.nami.org

National Association of Sports for Cerebral Palsy

66 East 34th Street

New York, NY 10016

www.usspaa.org

National Board

<http://www.nbpts.org/candidates/guide/whichcert/25Health.html>

National Board information

Provides certification.

National Center for Health Statistics

6525 Belcrest Rd

Hyattsville, MD 20782

<http://www.unitedhealthfoundation.org/shr2003/index.html>

Provides health information for each state and how MS compares to the other states.

National Clearinghouse for Alcohol and Drug Information

P.O. Box 2345

Rockville, MD 20847-2345

www.learnnc.org

National Council on Alcoholism and Drug Dependence

12 West 21st Street

New York, NY 10010

www.ncaddnj.org

National Fire Protection Association

P.O. Box 9101

Quincy, MA 02269-9101

www.usfa.fema.gov

National Health Information Center

P.O. Box 1133
Washington, DC 20013-1133
www.health.gov

National Institute of Health

www.NIH.gov

National Safety Council

1121 Spring Lake Drive
Itasca, IL 60143-320
www.nsc.org

Southeast United Dairy Association

5340 W Fayetteville Road
Atlanta, GA 30349
<http://www.southeastdairy.org>

Students Against Drunk Driving

P.O. Box 800
200 Pleasant Street
Marlboro, MA 01752
www.saddonline.com

US Department of Agriculture

10301 Baltimore Boulevard
Beltsville, MD 20705
www.usda.gov

Safety Education

Federal Emergency Management Association

<http://www.fema.gov/kids/>
(free teacher resources)

Dental Care

<http://www.sparkle-city.com/index-flash.html>
(Elementary)

Nutrition

<http://www.dole5aday.com/>
(Lower Elementary)

General Education

MarcoPolo
<http://www.marcopolo-education.org/index.aspx>

Research Software

<http://www.polarusa.com/>
(All Grades)

Subject Games, Videos, Quizzes

<http://www.brainpop.com>
(All Grades)

Theme Units, Lesson Plans, Worksheets and Teacher Tools!

Provides comprehensive database of lesson plans plus education news for grades K-5.
<http://www.edhelper.com/>

Education World® The Educator's Best Friend

Education World®. The Educator's Best Friend. Here you will find the best education links and original content the Net has to offer.
<http://www.education-world.com/>

Teacher Resources

<http://www.cbsd.org/library/teacher.htm>
Also has links to other sites such as CDC. Provides lesson plans and school health information for grades K-12.

Lesson Planet

Search our huge directory of over 30,000 lesson plans - Now.
Sponsored by: <http://www.lessonplanet.com/>

<http://www.healthteacher.com/lessonguides/default.asp>

Health lesson plans that covers all areas of health (mental, drug prevention, etc)
(All Grades)

The Lesson plans page

2,000+ Free Lesson Plans in Math, Social Studies, Art, Language Arts, Music, PE, Reading, Writing, Geography, Science projects, and Science lesson plans
<http://www.lessonplanspage.com/>

PE Central: The website for Health and Physical Education Teachers.

Ideas PreK-12 PE & Health, Integrated Search All Lessons, Submit a Lesson...
Assessment Ideas Paper & Pencil, Alternative (rubrics)...
<http://www.pe.central.vt.edu/>

AskEric Lesson Plans

Search the AskERIC Lesson Plan Collection! Browse AskERIC Lesson Plans by Subject. Arts. Computer Science. Foreign Language. Health...
<http://ericir.syr.edu/Virtual/Lessons/>

Glencoe Health Lesson Plans

Health Topics, Reading Skills, Lesson Plans, Cross Curriculum Lesson Plans, Media Literacy Lesson Plans. Health and Wellness

<http://www.glencoe.com/sec/health/teachers/lessonplans.shtml>

PE CENTRAL: Health Lesson Plans

PE Central's Health lesson plans are for physical education and health education teachers.

<http://pecentral.org/lessonideas/health/healthlp.asp>

Health and Physical Education

<http://www.teachnet.com/lesson/health/heaftit.html>

Kathy Schrocks Guide for Educator's: Health and Physical Education

Discovery Channel School : Health Lesson Plans ...curriculum tie-ins with the programs, vocabulary, and great activities to support this...

<http://school.discovery.com/schrockguide/health/fitness.html>

Tobacco Prevention Video for Grades 7-12

Acclaimed anti-smoking video for 7th- through 12th grades. Patrick Reynolds motivates students to resist tobacco-advertising peers. Sponsored by: <http://www.tobaccofree.org>

Partnership for a Healthy MS

<http://www.healthy-miss.org>

<http://www.getswat.com>

<http://www.tobaccofreekids.org>

<http://www.cdc.gov/tobacco>

<http://www.tobacco.org>

<http://www.thetruth.com>