

8701 Section Titled: 2006 Mississippi Comprehensive Health Framework REPEAL

This is taken directly from the following website:

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

2006 Mississippi Comprehensive Health Framework

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• Other Information

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an

integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

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

PURPOSE

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

CYCLE

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

COMPETENCIES

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

ORGANIZATION

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

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

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

CONTENT STRANDS

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

Comprehensive Health Strands:

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

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

SUGGESTED OBJECTIVES

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

SUGGESTED TEACHING STRATEGIES

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

SUGGESTED ASSESSMENTS

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

THE REVISION PROCESS FOR THE COMPREHENSIVE HEALTH FRAMEWORK

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

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