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.

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

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 *Frontline*.	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