

## 2006 Mississippi Comprehensive Health Framework

### **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.

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- 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.

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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

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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