

2006 Mississippi Comprehensive Health Framework

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)	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. (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.

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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

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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