

# Contemporary Health (K-8)

## Mississippi Department of Education



2012

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The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

### **Mississippi Healthy Students Act**

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty-five (45) minutes of health education is required each week for students in K-8 grades and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

This curriculum is designed to provide teachers the resources that they need to integrate the teaching of health education standards and skills into their academic classrooms. It also provides the health-endorsed teacher guidance and resources needed to teach K-8 health.

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# Standards

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Standards in the *Contemporary Health (K-8) Curriculum Framework and Supporting Materials* are based on the following:

## **National Health Education Standards**

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, American Public Health Association, American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, are meant for public use, and are not subject to copyright law protections. Permission is not required for use of public domain items.

## **Common Core State Standards Initiative**

The Common Core State Standards<sup>®</sup> provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers.** All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

National standards are superscripted in each unit and are referenced in Appendix B. Common Core State standards are referenced in Appendix C.

# Preface

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As with all disciplines, Contemporary Health (K-8) 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 2012 Mississippi Contemporary Health (K-8) 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.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 2011; House Bill 999, Section 37-13-171, Mississippi Code of 1972, as amended (Section 37-13-171 and 37-13-173); and Nathan's Law Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 2002, ch. 585, § 2; Laws, 2003, ch. 436, § 1; Laws, 2006, ch. 401, § 1; Laws, 2007, ch. 521, § 2, eff from and after July 1, 2007; and No Child Left Behind Act of 2001).

# Contemporary Health (K-8) Executive Summary

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## **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 2012 Mississippi Contemporary Health (K-8) 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 2012 Mississippi Contemporary Health (K-8) 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 2012- 2013. Implementation of the framework begins in the school year, 2013-2014.

## **ORGANIZATION**

The 2012 Mississippi Contemporary Health (K-8) 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 eight 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/TOPICS**

The 2012 Mississippi Contemporary Health (K-8) Framework consists of nine content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Contemporary Health (K-8).

Contemporary Health (K-8) Content Strands/Topics:

Personal and Consumer Health (PH) (CH)	Nutrition and Fitness (N)
Mental Health (M)	Substance Abuse Prevention (SA)
Family/Social Health (F)	Community and Environmental Health ©
Human Growth and Development (H)	Safety and First Aid (S)
Disease Prevention and Control (D)	

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

**COMPETENCIES/STANDARDS**

A competency/standard represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a strand/topic. Competencies/standards are required to be taught to all students and are printed in bold face type. The competencies/standards are directly correlated to the eight national and state health education standards. However, they do not have to be taught in the order presented within the framework. The competencies/standards are intentionally broad to allow school districts and teachers' flexibility in developing curriculum unique to their students' needs.

**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. 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 suggested objectives or modify them; and are encouraged to write their own objectives to meet the needs of students in their school district.

**SUGGESTED TEACHING STRATEGIES**

The suggested teaching strategies are designed only to be the starting point for creative teaching. These strategies can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their 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 Contemporary Health (K-8) 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. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

## REFERENCES

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

## THE REVISION PROCESS FOR THE CONTEMPORARY HEALTH (K-8) FRAMEWORK

Six present and former elementary and middle school teachers were asked to be part of the Contemporary Health (K-8) Revision Team. Members for the Revision Team were selected on the basis of their participation in and completion of health education professional development opportunities offered by the Office of Healthy Schools and their involvement in the teaching of health education strands/topics in schools across the state. The goal of the team was to draft a new Contemporary Health (K-8) framework.

State and 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.

## TEACHER ENDORSEMENTS

The Mississippi Healthy Students Act of 2007 (Senate Bill 2369) requires that “45 minutes per week of health education instruction be provided for students in grades K-8 as defined by the State Board of Education.” These minutes should be provided by a certified teacher/instructor in any way that a school determines to be a school best practice. Often times, there is not a certified health teacher in the elementary or middle school setting, so academic instructors, school nurses or counselors are asked to integrate health education instruction into academic classrooms (science, math, language arts, etc.).

The goal of the Contemporary Health (K-8) Curriculum is to provide instructors a rich resource for teaching health concepts and skills in any classroom setting. Teachers are encouraged to remember these things when integrating health education instruction into their classrooms:

- Health education does not have to be limited to “health” class – health information can be provided in many different ways.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with the hands-on teaching strategies that are provided.
- Invite partners from the community to make presentations about different health topics. Make sure that they present accurate and evidence-based information.

There is a Mississippi teacher license endorsement 142 (grades 7-12) or 143 (grades 9-12) that is required to teach the ½ Carnegie Unit Health Course in high school. Requirements for the 142 or 143 educator endorsement are listed below.

1. Applicants must have a bachelor’s degree or higher in Teacher Education from a state approved or NCATE approved program from a regionally/nationally accredited institution of higher learning.
2. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
3. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
4. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.



Note: If an applicant meets all requirements listed above, that applicant will be issued a 142 or 143 endorsement--  
– a 5 year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year  
endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

# Contemporary Health – Kindergarten

## Course Description

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Contemporary Health (Kindergarten) reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.

## Understandings and Goals

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### Enduring Understandings

In this grade, the student will:

- learn that it is important to grow up healthy.
- learn healthy habits to become healthy.
- learn that behavior can affect health.
- learn that setting health goals early in life, can impact health later in life.
- learn that my behavior affects my health and well-being and the health and well-being of others.

### Essential Questions

- What is health?
- What does it mean to be healthy?
- What are things I can do to stay healthy?
- How can goal setting create a safe environment for me, my family, and my friends?
- How can I avoid dangerous situations and keep myself safe?
- How does what I eat affect my health?
- In what ways does physical activity impact health and well-being?

## Vocabulary

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**Identify and review the unit vocabulary.**

- Anger: the general term for a sudden violent displeasure.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Decisions: the act or result of deciding.
- Deodorant: a grooming product used under the arms to control body odor.
- Emergency: a sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive of a plant or animal or ecological community.
- Exercise: the act of putting into use, action, or practice.
- Food Group: foods that contain the same nutrients.

- Goal: the end toward which effort is directed, the target or aim of an activity.
- Grooming: taking care of your body and having a neat and clean appearance.
- Health: a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
- Healthy helper: a person that helps or gives assistance, support, etc. relating to health
- Hygiene: conditions or practices of cleanliness.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Nutrition: the taking in and use of food and other nourishing materials by the body.
- Peer: a person who is equal to another in abilities, qualifications, age, background, and social status.
- Physical activity: any bodily movement produced by skeletal muscles that result in energy expenditure.
- Risk: to expose to danger.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Explain how childhood injuries and illnesses can be prevented or treated.	Show and discuss pictures of safe and unsafe practices.  <a href="#">Risk Watch Resources</a>	Teacher Observation
Describe relationships between personal health behaviors and individual well-being.	Have students decide whose heart is working harder after viewing pictures of people sleeping, running, riding a bike, and sitting.	Teacher Observation
Describe the functions of the five senses.	Read and discuss <i>My Five Senses</i> and/or <i>Brown Bear, Brown Bear</i>  <a href="#">Barney - The Five Senses Song Video</a>	Teacher Observation
Identify the food groups of the Choose My Plate.	Use Choose My Plate teaching materials to identify foods in each food group.  <a href="#">Choose My Plate for Educators</a>  <a href="#">Nourishinteractive Printables</a>	Teacher Observation

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Understand the differences among peers and how they relate to culture.	Read <i>We're Different, We're All the Same</i> and discuss.  Have students draw a picture of them.  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.	Teacher Observation  Student Journal

<b>Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Demonstrate healthy behavior in daily	Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant,	Teacher Observation

activities.	soap).  Have students practice proper use of personal hygiene items.  <a href="#">Bright Smiles, Bright Futures Curriculum</a>  <a href="#">Personal Hygiene Worksheets Part I</a>  <a href="#">Personal Hygiene Worksheets Part II</a>  <a href="#">Healthy Habits Activity Booklet</a>	Grade and review student's worksheets.
Identify healthy helpers in the community.	Cut pictures from magazines that show people in the family, school, and community who promote health and safety.	Teacher Observation

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate ability to work in group settings without interfering with others.	Explain the difference between personal space and shared space.  Have students work on art project together. Display student art work. And/or have students in groups to clean a specific area in the room, stack books, or work center.  Ask the question, "How does it feel to work with your class members to complete a project?"	Teacher Observation  Art/Poster Rubric – Appendix A
Explain healthy ways to express feelings.	Read <i>When Sophie Gets Angry - Really, Really, Angry.</i> by Molly Bang	Teacher Observation
Identify positive and negative ways to get attention.	Ask these key questions about the book: <ul style="list-style-type: none"> <li>• What is anger?</li> <li>• Why did Sophie get mad?</li> <li>• What does Sophie do to calm herself down?</li> <li>• Is that a good way to deal with her anger?</li> </ul>	Teacher Observation
Identify ways families meet the needs and wants of each family member.	Define family and roles of each family member.  Discuss how roles affect the needs and wants of each family member.	Teacher Observation
Identify characteristics of a friend.	Have students name a friend and tell why that person is a friend.	Teacher Observation

**Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)<sup>NHES 5</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
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Identify healthy foods to include snacks and drinks.	Use Choose My Plate to identify foods in each food group.  Give examples of healthy choices for foods, snacks and drinks.  <a href="#">Nourish Interactive Printables</a>	Teacher Observation  My Plate Checklist – Appendix A
Identify healthy activity choices.	Read the book <i>The Berenstain Bears and Too Much Junk Food</i> to students. Discuss the importance of eating healthy foods, participating in physical activity and getting a check-up.	Teacher Observation  Student Journal
Identify characteristics of a healthy home and community	Discuss what makes a safe healthy home and community.  Introduce RED means to stop!!! And the “tell an adult” safety principal.  Have students complete the activity sheets that help them identify safe environments and practices  <a href="#">Risk Watch</a>  <a href="#">Poison Control Activity Booklet</a>  Students will post completed activity sheets around the room.	Teacher Observation

**Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)<sup>NHES 6</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain how to set personal health goals and track progress toward achievement.	Discuss setting healthy goals.  Have students participate in a health goal and track progress in meeting the goal. Use goals sheets and tracking sheets from the web site below.  <a href="#">Helping Kids Set Healthy Goals</a>	Teacher Observation  Tracking Sheets

**Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Define germs and list methods of protection from illness.	View videos regarding germs and discuss how students can protect each other from germs.  <a href="#">SID THE SCIENCE KID-"The Journey of a Germ" Video</a>	Teacher Observation

	<p><a href="#">Crawford the Cat – Hand Washing for Kids Video</a></p> <p>Demonstrate passing of germs using glitter activity. (See Appendix A)</p> <p><a href="#">Lather Up for Good Health</a></p>	
Recognize strangers and how to respond.	<p>Discuss “Who is a stranger and who is not a stranger?”</p> <p><a href="#">KidsHealth Resources about Strangers</a></p> <p>Invite professional to discuss strangers and how to respond.</p> <p>Practice safety rules pertaining to threatening strangers: <b>shout, kick or scream; tell an adult; avoid a stranger’s vehicle.</b></p> <p><a href="#">Strangers and 9-1-1 Lesson Plan</a></p> <p>Role-play ways to avoid a stranger.</p> <p>Identify adults to notify for help. (school, family, community)</p>	<p>Teacher Observation</p> <p>Role Play Participation - Appendix A</p>
Understand procedures in the case of an emergency.	<p>Discuss importance of emergency numbers and how to use them properly.</p> <p><a href="#">Strangers and 9-1-1 Lesson Plan</a></p> <p>Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator.</p> <p><a href="#">Is It An Emergency Activity Booklet</a></p>	<p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p>

**Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)<sup>NHES 8</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Recognize health services in the community that promote health and safety (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).	<p>Cut pictures from magazines that show people in the family, school, and community who promote health and safety.</p> <p>Take students on a field trip to tour the various emergency agencies in the community (i.e., fire department, police department, hospital, etc.). Have student’s role play each service.</p> <p><a href="#">Ben's Guide to the Neighborhood</a></p>	<p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p> <p>Student Journal</p>

# Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>	<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Mr. Germ Head	H1	H-PH	The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH	The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H	The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH	The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH	Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N	Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N	Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH	Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S	Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N	Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH	Reject All Tobacco(RAT) - Lesson 5	H1	H-D
Diabetes	H1	H-D	Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH	Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH	Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M	Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH	Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH	Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M	Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F	Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M	Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M	Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH	Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N	Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D	I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C	Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C	Health Worker - Physical	H3	H-C



<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
				Therapist		
Going to the Dentist	H3	H-PH		Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M		Home Health Agencies	H3	H-C
What's My Job?	H3	H-C		Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH		Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C		Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C		Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C		Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH		Will You Be My Friend?	H4	H-M
Compliments	H4	H-H		I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M		Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H		I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M		Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F		Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M		Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M		You're Going to Eat That?	H4	H-C
How Are You Feeling Today?	H4	H-M		Help Me Feel Better - Please!	H4	H-M
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My Heart	H7	H-PH		Safe Places and Safe People	H7	H-C
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching kindergarten students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books  
 Taking Arthritis to School by DeeDee L. Miller – JayJo Books  
 Taking Asthma to School by Kim Gosselin – JayJo Books  
 Taking Autism to School by Andreanna Edwards – JayJo Books  
 Taking Cancer to School by Cynthia S. Henry – JayJo Books  
 Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books  
 Taking Cystic Fibrosis to School by Cynthia S. Henry – JayJo Books  
 Taking Depression to School by Kathy Khalsa – JayJo Books  
 Taking Diabetes to School by Kim Gosselin – JayJo Books  
 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books  
 Taking Dyslexia to School by Lauren E. Moynihan – JayJo Books  
 Taking Food Allergies to School – Ellen Weiner – JayJo Books  
 Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books  
 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books  
 Taking Speech Disorders to School by John Bryant – JayJo Books  
 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books  
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books  
 Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.  
 It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers  
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books  
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999  
 The Recess Queen by Alexis O'Neill – Awaken Speciality Press  
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
 The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Random House  
 Clifford's Manners by Norman Bridwell – Scholastic, Inc  
 Eating the Alphabet by Lois Ehlert – Harcourt, Inc

## Other Unit Resources

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### Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

# Contemporary Health - First Grade

## Course Description

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Contemporary Health (First Grade) focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed 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.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- know how to prevent injuries and illnesses.
- know the five senses and their functions.
- identify the foods in each food group.
- identify the characteristics of and understand differences in other cultures.
- know how to properly wash their hands and use proper hygiene techniques.
- identify community helpers and the services they provide.
- understand the difference between personal and shared space.
- know the roles of each family member.
- give examples of healthy food choices.
- understand the benefits of physical activity.
- understand use and misuse of medicine.
- know how alcohol and tobacco affects the body.
- understand how to set healthy goals.
- know how to avoid and prevent the spread of germs.
- recognize strangers and know how to respond.
- understand emergency procedures.

### Essential Questions

- Why is it important to wash your hands?
- What is the first step in preventing accidents?
- Who are healthy helpers in your community?
- What is anger?
- Why is it important to eat healthy foods?
- How are you alike and different from your peers?
- Why is your family important?
- How can choosing the wrong medicine affect your health?
- Why is physical activity important?
- What are the five senses?
- What are the nutrient groups?

# Vocabulary

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## Identify and review the unit vocabulary.

- Community: a group of people with a common characteristic or interest living together within a larger society.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: all living and non-living things around you.
- Family: the basic unit of society that includes two or more people joined by marriage, blood, or adoption.
- Friendship: a relationship with someone you know, trust, and regard with affection.
- Germs: organisms that are so small that they can only be seen through a microscope.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind, or spirit; especially the freedom of physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids in good health.
- Medicine: a drug that prevents or cures an illness or eases its symptoms.
- Nutrition: the process by which an animal or plant takes in and makes use of food substances.
- Prescription: a written direction or order for the preparation and use of medicine.
- Safety: being careful to act in a safe manner.

## Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify ways of preventing and controlling disease.	<p>View videos regarding germs and discuss how student can protect each other from germs.</p> <p><a href="#">SID THE SCIENCE KID-"The Journey of a Germ" Video</a></p> <p><a href="#">Crawford the Cat – Hand Washing for Kids Video</a></p> <p>Demonstrate passing of germs using glitter activity. (See Appendix A)</p> <p><a href="#">Helping Kids Set Healthy Goals</a></p>	<p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p>
Identify items appropriate for sharing and items not appropriate for sharing.	<p>Have students brain storm items appropriate for sharing and for not sharing. Teacher will list ideas.</p> <p>Read <i>Germs Make Me Sick</i> by Melvin Berger, <i>Miss Bindergarten Stays Home From Kindergarten</i> by Joseph Slate, or <i>Germs, Germs, Germs</i> by B. Katz OR</p> <p><a href="#">Helping Kids Set Healthy Goals</a></p> <p>Have the students make corrections or deletions to the list.</p>	Teacher Observation
Introduce healthy snacks.	<p>Use the <a href="#">EdSaid</a> website to introduce students to Ed, a boy who loves to learn about healthy eating and being active.</p> <p>Identify healthy quick snacks (i.e., whole fruit, yogurt) and easy to make snacks (i.e., cinnamon toast, 100% fruit juice pops).</p> <p><a href="#">Choose My Plate for Educators</a></p>	Teacher Observation
Identify reasons for taking medicine.	<p>Invite school nurse to explain the benefits of taking medicine as prescribed.</p> <p><a href="#">What Medicines Are and What They Do - KidsHealth</a></p>	Teacher Observation
Recognize that health problems should be detected and treated early.	<p>Read the book <i>Froggy Goes to the Doctor</i> by Jonathan London. Discuss the need to detect and treat health problems early.</p> <p><a href="#">Health Problem Series Lesson Plans from KidsHealth</a></p> <p><a href="#">I Feel Sick</a></p>	Teacher Observation

**Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health. (M) <sup>NHES 2</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify factors that contribute to individuality.	Discuss characteristics that create distinctiveness in individuals (i.e., singing, athletics, hobbies, etc.).	Student Journal
Introduce technologies that influence health	<p>Discuss the importance of 911, when to use it, and how to use it.</p> <p>Have student simulate a 911 call.(Use 911 Scenario – Appendix A)</p> <p>Discuss how media influences thoughts, feelings, health and behaviors.</p> <p>Use Health in Action Lesson Plan “Technologies that Influence Health” – # 244 to teach about technologies that influence health.</p>	<p>Role Play Rubric – Appendix A</p> <p>Teacher Observation</p>

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain the roles of various types of workers in the field of health.	<p>Discuss community helpers and have students identify each through pictures. Use <a href="#">Wordclouds</a> to generate a collage.</p> <p>Cut pictures from magazines that show people in the family, school, and community who promote health and safety.</p>	Teacher Observation
Discuss the roles of emergency workers.	Invite emergency and community workers to demonstrate the equipment they use.	Teacher Observation
Identify sources of health products and services in the community.	<p>Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use.</p> <p>Demonstrate the proper way to floss teeth.</p> <p><a href="#">Bright Smiles, Bright Futures Curriculum</a></p> <p><a href="#">Personal Hygiene Worksheets Part I</a></p>	Teacher Observation Demonstration/Modeling



**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Describe the difference in verbal and nonverbal communication.	<p>Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.).</p> <p>Using a scenario, have students turn negative comments into positive comments. (See Appendix A)</p> <p>Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).</p>	<p>Student Journal</p> <p>Teacher Observation</p>
Demonstrate attentive listening skills to build and maintain healthy relationships.	<p>Have students listen to various sounds (recordings, music, or voices) and identify the sounds.</p> <p>Discuss “What it means to listen.”</p> <p>Have students develop rules for listening.</p> <p>Use the findings to design a classroom poster about listening.</p> <p><a href="#">Listening Skills Lesson Plan</a></p>	<p>Teacher Observation</p>

**Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify guidelines for making wise food choices.	<p>Use <i>Fabulous Fruits, Various Vegetables</i> from the Mississippi Department of Education, Office of Nutrition, to encourage students to eat different fruits and vegetables.</p> <p>Teaching Resources</p> <p><a href="#">EdSaid</a></p> <p><a href="#">Nourish Interactive</a></p> <p>Keep a log of fruits students eat for lunch and create a pictograph.</p>	<p>Food Log</p>
Explore a variety of physical activities.	<p>Students will brainstorm physical activities that they like to do and make a graph of the activities.</p> <p>Students will choose physical activities to participate in throughout the school year.</p> <p><a href="#">Active Academics</a></p>	<p>Teacher Observation</p>

	<a href="#">JAMmin' Minute</a>	
Identify safe and unsafe behaviors.	<p>Discuss with students the harmful effects of sniffing strong fumes from products such as gasoline, model airplane glue, aerosol sprays, correction fluid and other household products. Use To Smell or Not to Smell handout found on page 32 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies</p> <p><a href="#">Kindergarten Health Literacy Guide</a></p> <p><a href="#">What Medicines Are and What They Do</a></p> <p>Use the <b>Stories to be Used with the Right Thing To Do</b> handout found on page 33 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies, <a href="#">Kindergarten Health Literacy Guide</a>,</p> <p>Read the statements and have students identify the right and wrong behaviors.</p> <p>Use the Dylan the Smokey Dragon or RAT lessons provided in the Health In Action website to teach the unsafe behavior of smoking. (all materials needed to teach these lessons are provided)</p>	Teacher Observation

**Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Set a personal health goal and track progress toward its achievement.	<p>Guide students in developing a healthy class goal (i.e., Exercising ten minutes each day).</p> <p>Each student will choose physical activities to participate in throughout the school year and will track their progress on a weekly activity chart.</p> <p><a href="#">Healthy Goals Tracking Charts</a></p>	<p>Student Journal</p> <p>Weekly Physical Activity Chart – Appendix A</p>

**Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain ways family members work together to obtain and maintain healthy behaviors.	Use the scenarios in <b>Stories to be Used with the Right Thing to Do</b> provided in Appendix A. Have students stand up when the right thing is done and remain seated with the wrong thing is done.	<p>Teacher Observation</p> <p>Scenario – Appendix A</p>
Contrast safe and risky behaviors.	Identify and discuss safety rules for bus, playground and street.	Teacher Observation

	<p>Have students practice these skills.</p> <p>Use Safe Routes to School lesson plans (#1195, 1197, 1200 and 1201) found in Health in Action to teach safe walking. All resources needed to teach these lessons are provided.</p>	
Identify healthy habits that ensure good hygiene.	<p>Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, soap).</p> <p>Have students practice proper use of personal hygiene items.</p> <p><a href="#">Bright Smiles, Bright Futures Curriculum</a></p> <p><a href="#">Personal Hygiene Worksheets Part I</a></p> <p><a href="#">Healthy Habits Activity Booklet</a></p>	<p>Teacher Observation</p> <p>Demonstration/Modeling</p>

**Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>**

<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Understand the importance of influencing others to make healthy choices.	<p>Discuss the health benefits associated with making healthy choices.</p> <p>Have students work in groups to identify ways they can help others make healthy choices.</p> <p>Using the healthy choices they identified, the groups will play Charades.</p>	<p>Teacher Observation</p> <p>Group role play</p>
Work collaboratively in small groups to achieve a common goal.	Students will work together to pick up litter on the playground.	Teacher observation

# Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Mr. Germ Head	H1	H-PH		The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH		The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H		The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH		The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH		Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N		Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N		Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH		Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S		Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N		Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH		Reject All Tobacco(RAT) - Lesson 5	H1	H-D
Diabetes	H1	H-D		Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH		Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH		Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M		Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH		Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH		Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M		Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F		Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M		Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M		Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH		Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N		Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D		I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C		Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C		Health Worker - Physical	H3	H-C

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
				Therapist		
Going to the Dentist	H3	H-PH		Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M		Home Health Agencies	H3	H-C
What's My Job?	H3	H-C		Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH		Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C		Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C		Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C		Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH		Will You Be My Friend?	H4	H-M
Compliments	H4	H-H		I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M		Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H		I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M		Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F		Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M		Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M		You're Going to Eat That?	H4	H-C
How Are You Feeling Today?	H4	H-M		Help Me Feel Better - Please!	H4	H-M
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My Heart	H7	H-PH		Safe Places and Safe People	H7	H-C
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching first grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books  
 Taking Arthritis to School by DeeDee L. Miller – JayJo Books  
 Taking Asthma to School by Kim Gosselin – JayJo Books  
 Taking Autism to School by Andreanna Edwards – JayJo Books  
 Taking Cancer to School by Cynthia S. Henry – JayJo Books  
 Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books  
 Taking Cystic Fibrosis to School by Cynthia S, Henry – JayJo Books  
 Taking Depression to School by Kathy Khalsa – JayJo Books  
 Taking Diabetes to School by Kim Gosselin – JayJo Books  
 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books  
 Taking Dyslexia to School by Lauren E. Moynihan – JayJo Books  
 Taking Food Allergies to School – Ellen Weiner – JayJo Books  
 Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books  
 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books  
 Taking Speech Disorders to School by John Bryant – JayJo Books  
 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books  
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books  
 Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.  
 It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers  
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books  
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999  
 The Recess Queen by Alexis O'Neill – Awaken Speciality Press  
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
 Way to Go Alex! By Robin Pulver – Albert Whitman and Company  
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
 Bully Trouble by Joanna Cole – Random House Children's Books

Clark the Toothless Shark by Corine Mellor – Golden Books Publishing  
Healthy Snacks for Blue by J-P Chanda – Simon Spotlight – Simon and Schuster Children’s Publishing Division  
King of the Playground by Phyllis Reynolds Naylor – Simon and Schuster  
My Five Senses by Alike – HarperCollins  
My Friend Isabelle by Eliza Woloson – Woodbine House, Inc.  
Since We’re Friends by Celeste Shally & David Harrington – Contemporary Realistic Fiction  
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc  
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Randon House  
Clifford’s Manners by Norman Bridwell – Scholastic, Inc  
Eating the Alphabet by Lois Ehlert – Harcourt, Inc  
Just Go to Bed by Mercer Mayer – Randon House Children’s Books

## Other Unit Resources

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### **Text Books**

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.



# Contemporary Health - Second Grade

## Course Description

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Contemporary Health (Second Grade) focuses 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.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will learn:

- that it is important to grow up healthy.
- healthy habits to become healthy.
- ways to prevent illnesses.
- that the environment can contribute to illness or disease.
- that behavior can affect health.
- that setting health goals early in life, can impact health later in life.
- that people, places and things compete for my health choices.
- that my behavior affects my health and well-being and the health the well-being of others.
- that it is important to treat others with respect.

### Essential Questions

- What does it mean to be healthy?
- Why is it important that I make healthy choices?
- How can I prevent illness and injury?
- How can goal setting impact health outcomes?
- How does the environment contribute to illness and injury?
- How does the media influence health choices?
- Why is it important to be respectful of others?
- Who are community helpers who help me to be safe and healthy?
- How can I contribute to helping my community be healthier?

## Vocabulary

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**Identify and review the unit vocabulary.**

- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify how dietary habits affect health.	Use the <a href="#">EdSaid</a> website to introduce students to Ed, a boy who loves to learn about healthy eating and being active.  Use the Movin' with Fruits and Vegetables lesson plans found in Health in Action. Those plans are #1291- 1305. All resources needed to teach the lessons are provided.	Teacher Observation
Discuss ways to prevent injury.	Identify the proper accessories (i.e., tennis shoes, helmet to wear when riding a bike).  Demonstrate the proper way to wear a bicycle helmet.  Use teaching resources provided on page 24 in Third Grade Teacher Guide developed by the USM Institute for Disability Studies. <a href="#">Health Literacy Guide</a>  <a href="#">Safe Kids Activity Booklet</a>	Teacher Observation
Explore some of the causes of illnesses and chronic disease.	Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.  Demonstrate passing of germs using glitter activity. (See Appendix A)	Teacher Observation
Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water).	Brainstorm the statement "Clean air is good for people to breathe". Allow students to share their thoughts.  Access the EPA website – <a href="#">Air Now</a> for information on clean air. (At this site, you can access Local Air Quality Conditions and Forecasts for our state.)  <a href="#">EPA Teaching Resources</a>	Teacher Observation

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Appreciate the differences in people and how these differences are related	Teacher will cut a large heart from bulletin board paper and ask students to share words that are hurtful or unkind to others. As the words are mentioned, the teacher will crumple a portion of the heart. Discuss how it makes a person feel when others are	Teacher Observation

to culture.	unkind.  Have student's use the letters of their name and assign qualities that describe them to each letter.  Have students share their qualities with the class.	
Describe how the media (i.e., Terrance the Rat) influences health choices.	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). Use Health in Action Lesson Plans to teach this topic.	Role Play Rubric – Appendix A

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify health products and services for daily use.	Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use.  Demonstrate the proper way to brush and floss teeth, apply sunscreen, or other healthy routines.  Invite school nurse, dental hygienist, or community health professionals.  <a href="#">Bright Smiles, Bright Futures Curriculum</a>  <a href="#">Personal Hygiene Worksheets Part I</a>  <a href="#">Healthy Habits Activity Booklet</a>	Teacher Observation  Evaluate Worksheets
Understand the importance of warning labels and symbols.	Show warning labels and discuss why we need warning labels.  Show warning symbols identified on page 26 in the Second Grade Teacher Guide developed by the USM Institute for Disability Studies,  <a href="#">Health Literacy Guide</a>  or Use examples of warning symbols that you collect.	Teacher Observation
Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.	Allow health professionals to visit and discuss their roles in health promotion/disease prevention.	Teacher Observation

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify ways to communicate care, consideration, and respect of self and others.	Define respect. Brainstorm ways to show respect.  Create a classroom Motto about respect.  <a href="#">It's My Life – Bullying Resources</a>	Teacher Observation
Demonstrate refusal skills to enhance health (i.e., just say no, don't talk to strangers).	Discuss the difference in a safe and unsafe stranger. Explain the steps: Run, Yell, and Tell.  Have a community helper (police officer) teach students how to avoid being abducted and what to do if approached by a stranger.  Read the book, <i>Never Talk to Strangers</i> by Irma Joyce.	Class Participation Rubric – Appendix A
Identify individual differences and the value of those differences.	Discuss self-worth and what makes a person unique such as talents, character, or personality.  To emphasize the student's personal worth in the classroom, each student will draw a self-portrait on a square piece of paper. The teacher will punch holes in each corner of the paper and tie the pictures together with yarn.  Display the "classroom quilt" in the room for everyone to see.	Teacher Observation  Participation Rubric – Appendix A

**Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)<sup>NHES 5</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain the potential results of making positive and negative health choices. (i.e., accidents, nutrition, physical activity, drug use, smoking, and bullying)	Discuss choices students make that result in a healthy or unhealthy outcome.  Discuss public service announcements and how they impact healthy choices.  Have students work in groups to create a public service announcement.	Public Service Announcement Rubric  Group Participation Rubric

**Competency 6: Demonstrate the ability to use goal setting skills to enhance health. (N, PH, H, S)<sup>NHES 6</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain how goal-setting enhances healthy behaviors.	Have students complete a personal health inventory and evaluate present health habits. Use the Personal Health Habit Inventory found on pages 42-43 in the Fourth Grade Teacher	Personal Health Habit Inventory – Appendix A

	<p>Guide developed by the USM Institute for Disability Studies.  <a href="#">Health Literacy Guide</a></p> <p>Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Use the Personal Health Goal Chart provided on page 44 in the Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies.</p> <p><a href="#">Health Literacy Guide</a></p>	<p>Personal Health Goal Chart – Appendix A</p>
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<b>Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify fair methods for settling conflicts.	<p>Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of when they didn't agree with someone.</p> <p>Have student role-play conflicting situations.</p> <p><a href="#">Conflict Management Lesson Plans</a></p>	<p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p>
Demonstrate and explain proper use of seat belts.	<p>Show videos on seat belt safety. Discuss the importance of wearing a seat belt.</p> <p>Invite a police officer to discuss seat belt and car seat safety laws.</p> <p>Students will create signs to be placed around the school to encourage students to wear their seatbelts.</p> <p><a href="#">Booster Seat and Safety Belt Resource</a></p>	<p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p>
Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, and visit to the principal's office).	<p>Define stress and 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.</p> <p>Invite the school counselor to speak to the class about ways to avoid or manage stress.</p> <p>Students will list five things that cause them stress.</p> <p><a href="#">Stress Resources from KidsHealth</a></p>	<p>Teacher Observation</p>
Identify negative effects of using alcohol, tobacco, and drugs.	<p>Invite the RAT and DARE program instructors to discuss alcohol, tobacco, and drug use as they relate to health.</p> <p>Students will role play saying “no”.</p> <p><a href="#">Refusal Skills</a></p> <p>Health in Action Lesson Plan #'s 1238, 1242, 1243, and 1246</p>	<p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p>

	can be used to teach this topic.	
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<b>Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Demonstrate an ability to influence others to become involved in healthy community projects.	Discuss ways to influence others to become involved in healthy community projects.  Have students establish a classroom project to benefit others. (campus cleanup, planting flowers, can food drive, clothing closet, etc.)	Teacher Observation
Explore ways individual can contribute to on-going state/community health projects.	Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.)  Invite various speakers to talk about these programs.	Teacher Observation

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## Supplementary Lesson Plans

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These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>	<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Mr. Germ Head	H1	H-PH	The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH	The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H	The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH	The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH	Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N	Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N	Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH	Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S	Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N	Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH	Reject All Tobacco(RAT) - Lesson 5	H1	H-D

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>	<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Diabetes	H1	H-D	Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH	Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH	Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M	Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH	Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH	Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M	Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F	Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M	Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M	Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH	Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N	Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D	I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C	Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C	Health Worker - Physical Therapist	H3	H-C
Going to the Dentist	H3	H-PH	Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M	Home Health Agencies	H3	H-C
What's My Job?	H3	H-C	Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH	Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C	Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C	Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C	Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH	Will You Be My Friend?	H4	H-M
Compliments	H4	H-H	I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M	Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H	I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M	Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F	Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M	Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M	You're Going to Eat That?	H4	H-C
How Are You Feeling	H4	H-M	Help Me Feel Better - Please!	H4	H-M



<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Today?						
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My	H7	H-PH		Safe Places and Safe People	H7	H-C

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Heart						
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching second grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books  
Taking Arthritis to School by DeeDee L. Miller – JayJo Books  
Taking Asthma to School by Kim Gosselin – JayJo Books  
Taking Autism to School by Andreanna Edwards – JayJo Books  
Taking Cancer to School by Cynthia S. Henry – JayJo Books  
Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books  
Taking Cystic Fibrosis to School by Cynthia S, Henry – JayJo Books  
Taking Depression to School by Kathy Khalsa – JayJo Books  
Taking Diabetes to School by Kim Gosselin – JayJo Books  
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books  
Taking Dyslexia to School by Lauren E. Moynihan – JayJo Books  
Taking Food Allergies to School – Ellen Weiner – JayJo Books  
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books  
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books  
Taking Speech Disorders to School by John Bryant – JayJo Books  
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books  
Taking Weight Problems to School by Michelle L. Dean – JayJo Books  
Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.  
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
Bully Trouble by Joanna Cole – Random House Children’s Books  
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing  
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc  
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books  
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999  
The Recess Queen by Alexis O’Neill – Awaken Speciality Press  
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
Way to Go Alex! By Robin Pulver – Albert Whitman and Company  
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
Bully Trouble by Joanna Cole – Random House Children’s Books  
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing  
Sorry by Tracy Ludwig – Tricycle Press  
I Have Asthma by Jennifer Moore-Mallinos – Genser Publication  
Just Kidding by Trudy Ludwig – Tricycle Press  
Knotts on a Counting Rope by Bill Martin, Jr & John Archambault – Henry Holt & Company  
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks  
Ben Has Something to Say – A Story about Stuttering by Laurie Lears – Albert Whitman & Company  
The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York  
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York  
Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)  
Those Mean Nasty Dirty Downright Disgusting Invisible Germs by Judith Rice – Redleaf Press  
A Trip to the Dentist by Penny Smith – DK Publishing, Inc  
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Random House

Clifford's Manners by Norman Bridwell – Scholastic, Inc  
Eating the Alphabet by Lois Ehlert – Harcourt, Inc  
Just Go to Bed by Mercer Mayer – Randon House Children's Books  
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.  
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
My Secret Bully by Trudy Ludwig & Abigail Marble – Riverwood Books  
Oliver Button is a Sissy by Tomie dePaola – Harcourt Brace & Company  
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press

## Other Unit Resources

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### Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

# Contemporary Health - Third Grade

## Course Description

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Contemporary Health (Third Grade) reinforces the importance of gaining an understanding of how family influences personal health. Students are introduced to childhood illnesses/injuries and how they can be prevented. Students also gain an understanding about the importance of participation in physical activity.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will learn:

- how to avoid injuries and illnesses.
- the effects of physical activity on the body.
- how to read a food label.
- about the different types of health products.
- about the different health care services available in the community.
- how to identify hazardous products.
- effective communication skills.
- how to set health enhancing goals.
- what personal rights are.
- the importance of community involvement.

### Essential Questions

- What is an injury?
  - What is an illness?
  - What information is displayed on a food label?
  - What are the different types of media?
  - What are the available health services in the community?
  - What are hazardous products?
  - What is the difference between needs and wants?
  - What is respect?
  - Why is it important to have health goals?
  - What is stress?
  - What is a friend?
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# Vocabulary

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## Identify and review the unit vocabulary.

- Calories: a unit for measuring the amount of heat energy supplied by food.
- Carbohydrates: the starches and sugars present in foods.
- Cholesterol: a white fatty substance that is important in metabolism; in large amounts, cholesterol is believed to cause heart and vascular disease by collecting on the inner walls of arteries and causing them to harden.
- Fat: solidified animal or vegetable oil used when cooking.
- Fiber: the part of grains, fruit and vegetables not absorbed or digested by the human body, and stimulates the muscles of the intestinal wall.
- Flexibility: the ability to move a body part through a full range of motion.
- Grooming: cleaning and maintaining parts of the body.
- Heart rate: how fast your heart is beating.
- Hygiene: a set of practices associated with health and healthy living.
- Hospital: is a health care institution providing patient treatment.
- Muscle: a tissue composed of fibers capable of contracting to effect bodily movement.
- Muscle fatigue: when a muscle becomes tired or weak.
- Muscle strength: the amount of force a muscle can exert.
- Need: something that is necessary for a healthy life.
- Non-verbal communication: is when we communicate with body movement.
- Peer: people of similar age who share similar interests.
- Protein: nutrients that help build and maintain body cells and tissues.
- Rapid breathing: breathing faster than normal.
- Respect: to feel or show deferential regard.
- Rights: are legal, social, or ethical principles of freedom or entitlement.
- Responsibilities: moral, legal, or mental accountability.
- Serving size: the amount of a particular food that is served.
- Servings per container: the number of servings in the container.
- Sodium: a soft, light, silver-white element that is found in salt.
- Stress: the reaction of the body and mind to everyday challenges and demands.
- Sugar: any of a class of crystalline carbohydrates, such as a sucrose, glucose, or lactose, that dissolve in liquid and have a sweet taste.
- Verbal communication: is when we communicate our message verbally to whoever is receiving the message.
- Volunteer: a person who voluntarily undertakes or expresses a willingness to undertake a service.
- Want: is not necessary for a healthy life, it is a desire.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify types of childhood injuries and illnesses and ways of prevention and treatment.	<p>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.</p> <p>Use handout from the website below to explain bicycle safety.</p> <p><a href="#">Kids and Bicycle Safety</a></p>	Teacher Observation
Recognize and describe the relationship between personal health behaviors and individual well-being.	<p>Describe the effects physical activity has on the body.</p> <p>Teacher will have students run in place for one minute. After participating in the exercise, students will write a paragraph about the physical changes in their body after exercise.</p>	<p>Teacher Observation</p> <p>Writing Rubric</p>
Define nutritional terms on food labels (i.e., fats, calories, etc.).	<p>Have student bring a canned food item and/or a food label to class.</p> <p>Discuss nutritional information on the food label, defining terms on labels.</p> <p><a href="#">Food Label</a></p> <p>Using the worksheet link below, pair students and have them compare their labels.</p> <p><a href="#">Food Label Worksheet</a></p>	Teacher observation – giving feedback as needed

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Analyze how the media influences thoughts and feelings about healthy behavior.	<p>Discuss how we can learn about different kinds of healthy products (food, fitness, hygiene, medical care, etc.) through the media. (television, radio, newspaper and billboards, internet, etc.)</p> <p>Have students write how these make them feel, think, and behave.</p>	<p>Teacher Observation</p> <p>Writing Rubric</p>

Identify ways that health care technology can impact personal health.	Provide internet sites for students to explore health related issues.  <a href="#">MRI Machines</a> <a href="#">X-ray Machine</a> <a href="#">Wheel Chairs</a> <a href="#">Ventilator</a>	Teacher Observation

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Investigate how the availability of health services affect the community.	Have students name the health services available in their community and what services they provide.  Provide a list of available health services in the community (telephone directory, chamber of commerce, internet, hospital, etc.); or invite a health care professional/school nurse to talk about existing services in the community.  Identify gaps in availability of health services.	Teacher Observation  Class Discussion Rubric
Identify and discuss hazardous products.	Invite a local firefighter (i.e., training division) to speak to the class about hazardous products in everyday life.  Student will complete a checklist of hazardous products found in the household.  <a href="#">Risk Watch Resources</a>	Teacher Observation  Hazardous Products Checklist – Appendix A

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.	Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.).  Have students make a chart to illustrate their needs, wants and feelings (verbal and nonverbal). Share these charts with the class, then display in the classroom or hall.  Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).	Teacher Observation
Apply ways to properly communicate care, consideration and	Brainstorm ways to show respect.  Create a classroom Motto about respect.	Teacher Observation Participation Rubric



respect for self and others.	Teacher will initiate a Respect Box activity. (See Appendix A)  <a href="#">Bullying Resources</a>  <a href="#">Free Bullying Resources</a>	
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<b>Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Communicate information that promotes positive health choices. (i.e., nutrition, physical activity, drug use, peer choices)	Students will research newspaper and magazine articles dealing with drug abuse. They will bring an article to share with the class.  Read the book, <i>My Big Sister Takes Drugs</i> by Judith Vigna. Lead a class discussion on how drug abuse affects individuals, family and the community.	Class Participation Rubric

<b>Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Develop a personal health plan and track progress toward achievement.	Have students complete a personal health inventory and evaluate present health habits.  Use the Personal Health Habit Inventory found on pages 42-43 and the Personal Health Goal Chart found on Page 44 provided in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies –  <a href="#">Health Literacy Guide</a>  Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory.  Read <i>Murphy Meets the Treadmill</i> by Harriet Ziefert. Ask these questions about the story: <ul style="list-style-type: none"> <li>• What exercise plan did Murphy have to lose weight?</li> <li>• What eating plan did Murphy have to lose weight?</li> <li>• Was Murphy’s plan a good one? How do you know that it was good?</li> <li>• How did Murphy feel about reaching his goals?</li> <li>• What are some goals that you have made?</li> </ul>	Personal Health Habit Inventory and Personal Health Goal Chart – Appendix A  Teacher Observation

**Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate ways to avoid and reduce threatening or stressful situations.	<p>Discuss the importance of anger management. Read <i>When Sophie Gets Angry - Really, Really, Angry.</i> by Molly Bang</p> <p>Ask these key questions about the book:</p> <ul style="list-style-type: none"> <li>• What is anger?</li> <li>• Why did Sophie get mad?</li> <li>• What does Sophie do to calm herself down?</li> <li>• Is that a good way to deal with her anger?</li> <li>• Can you identify other ways to avoid or reduce threatening or stressful situations?</li> </ul>	Teacher Observation
List personal rights and responsibilities of individuals at home and school.	<p>Discuss personal rights: Right to Learn, Right to be Respected, Right to be Safe, Right to be Treated Fairly by Others.</p> <p>Students will write one or more paragraphs about a time when they or someone they know were bullied.</p>	Writing Rubric

**Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)<sup>NHES 8</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Describe characteristics needed to be a responsible friend and family member.	<p>Have students brainstorm and make a list of characteristics a responsible friend or family member should have.</p> <p>Divide the class into groups. Have each group create a want advertisement describing the characteristics students would like in a friend. Groups will share with class.</p>	<p>Teacher Observation</p> <p>Written Assessment Rubric</p>
Identify and understand the importance of contributing to the community.	<p>Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.)</p> <p>Invite various speakers to talk about these programs.</p>	Teacher Observation
Demonstrate an ability to influence others to become involved in healthy community projects.	<p>Discuss ways to influence others to become involved in healthy community projects.</p> <p>Have students establish a classroom project to benefit others. (campus cleanups, planting flowers, can food drive, clothing closets, recycling, etc.)</p>	Teacher Observation

# Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>	<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
First Aid to Go	H1	H-S	Tour the Respiratory System	H1	H-H
It's a Matter of Time	H1	H-H	Tour the Digestive System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D	Tour the Circulatory System	H1	H-H
The Quest for Food Safety	H1	H-D	Tour the Nervous System	H1	H-H
Tour the Skeletal System	H1	H-H	Nutrient Knowledge	H1	H-N
Tour the Muscular System	H1	H-H	Roll Out the Five Senses	H1	H-PH
Nutrition 4: Planning to Eat Healthy!	H1	H-N	Asthma: What is it?	H1	H-PH
Help! I'm Choking!	H1	H-S	Asthma Triggers, Control and Support	H1	H-PH
Safe Routes to School - 3-5 - Lesson 2	H1	H-PH			
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D	Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H	Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M	Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M	Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M	Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M	Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M	Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M	It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M	It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M	My Culture - Your Culture - Our Culture	H2	H-F
Let's Compare	H3	H-CH	Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
Take A Break: Direct Your Attention Here,	H3	H-C	Grounded in the Present Against Drugs: Lesson 2	H3	H-DA

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Please						
Write About It: This Story Makes Sense	H3	H-H		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Write About It: Sensory Poetry	H3	H-H		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: Sensory Poetry	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Diagram Sense	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		The Wheels Go Round and Round	H3	H-S
Experimenting Makes Sense: Lesson 2	H3	H-H		It's RICE to Know About Injuries	H3	H-S
Tobacco Turn-Off: Lesson 1	H3	H-DA		Staying Safe in the Car	H3	H-S
Tobacco Turn-Off: Lesson 2	H3	H-DA		Nutrition 1: Labels Are Important!	H3	H-N
Lousy Lice: Lesson 1	H3	H-PH		Add Nutrition to Your List	H3	H-N
Lousy Lice: Lesson 2	H3	H-PH		A Dental Visit to Flip Over!	H3	H-PH
It "Ads" Up Fast!	H3	H-CH		The Caption: Keep a Healthy Smile	H3	H-PH
Health Products for \$ale	H3	H-CH		The Illustrated Tooth	H3	H-PH
What Does It Say?	H3	H-CH		Bossy Floss	H3	H-PH
Dendrite Dividend: Words Add Up!	H4	H-M		Good Apple Compliments	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M		Dendrite Dividend: Mystery Person	H4	H-C
Dendrite Dividend: Knot Us!	H4	H-M		N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M		N-O Spells No! Lesson 2	H4	H-M
Standing Up to the Bully	H4	H-M		N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M		N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M		Don't Stress Over Stress	H4	H-M
Dendrite Dividend: Minute Math	H4	H-M		Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: Let's Tell a Story	H4	H-M		Working Together to Help Each Other	H4	H-M
Dendrite Dividend: This Doesn't Stack Up!	H4	H-M		All Squared Up	H4	H-M
Sidetrack Fear	H4	H-M				
Nutrition 2: Check It Out!	H5	H-N		Dendrite Dividend: Sentence Scramble	H5	H-PH
Nutrition 3: Building	H5	H-N		Dendrite Dividend: Rave	H5	H-PH

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Good Nutrition is No Mystery!				Reviews		
Decisions—Decisions—Decisions	H5	H-DA		Dendrite Dividend: Color My World!	H5	H-PH
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH		Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Dendrite Dividend: Which Way Do I Go?	H5	H-PH		Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Knic--Knac--Know	H6	H-PH		Dendrite Dividend: What Can I Be?	H6	H-PH
What's My Goal?	H6	H-PH				
Bicycle to Safety	H7	H-S		Dendrite Dividend: Just Like Me	H7	H-M
Sports Scene Charades	H7	H-S		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Cards Up--Cards Around	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Take a Break: Who Has It?	H7	H-C		Friends Helping Friends	H7	H-D
Dendrite Dividend: Animated Antic Questions	H7	H-M		Athletes with Asthma	H7	H-PH
Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M		Take a Break: Erase Bad Posture	H7	H-PH
Dendrite Dividend: What's in the Box?	H7	H-C		Body Systems on Review	H7	H-H
Dendrite Dividend: Line Up	H7	H-C		What Can Beat This?	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Preparing for an Emergency	H7	H-S
Am I in Shape Now?	H7	H-PH		Time Out: Give Them the Info	H7	H-S
Staying Dog Bite Free	H7	H-S		Dendrite Dividend, Stand up and Spell	H7	H-M
Weathering Hurricanes	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Safe Ways to Take a Splash	H7	H-S		Beary Sleepy	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
It's Not Fun to Lose!	H8	H-F				

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching third grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books  
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 Taking Depression to School by Kathy Khalsa – JayJo Books  
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 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books  
 Taking Dylexia to School by Lauren E. Moynihan – JayJo Books  
 Taking Food Allergies to School – Ellen Weiner – JayJo Books  
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 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books  
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 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books  
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books  
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
 Bully Trouble by Joanna Cole – Random House Children’s Books  
 Clark the Toothless Shark by Corine Mellor – Golden Books Publishing  
 The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc  
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books  
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999  
 The Recess Queen by Alexis O’Neill – Awaken Speciality Press  
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
 Way to Go Alex! By Robin Pulver – Albert Whitman and Company  
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
 Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks  
 Ben Has Something to Say – A Story about Stuttering by Laurie Lears – Albert Whitman & Company  
 The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York  
 The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York  
 Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)  
 Just Go to Bed by Mercer Mayer – Randon House Children’s Books  
 The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.  
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
 No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press  
 Plate Full of Color by Georgia Perez – CDC – [www.cdc.gov/diabetes](http://www.cdc.gov/diabetes)  
 Through the Eyes of the Eagle by Georgia Perez - CDC – [www.cdc.gov/diabetes](http://www.cdc.gov/diabetes)  
 Tricky Treats by Georgia Perez - CDC – [www.cdc.gov/diabetes](http://www.cdc.gov/diabetes)

Knees Lifted High by Georgia Perez - CDC – [www.cdc.gov/diabetes](http://www.cdc.gov/diabetes)  
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.  
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York  
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.

## Other Unit Resources

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### Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

# Contemporary Health - Fourth Grade

## Course Description

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Contemporary Health (Fourth Grade) focuses on identifying 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.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will learn that:

- knowledge and attitudes about health help me act in healthy ways.
- using a decision-making process enhances health outcomes.
- tracking my progress and using healthy resources will help me achieve my personal health goals.
- I am an advocate for healthy decisions.
- communication skills, including nonviolent strategies and refusal skills are needed to enhance personal health.
- there are many places to obtain health information and resources.

### Essential Questions

- What influences my behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How can quality communication skills help me to develop a healthy lifestyle?
- What can I do to prevent and resolve conflict?
- How can good setting enhance and improve my health?
- How do a person's unique talents contribute to a larger community?

## Vocabulary

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**Identify and review the unit vocabulary.**

- Advertising: a written or spoken media message designed to interest consumers in purchasing a product or service.
- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Communicable disease: a disease that is spread from one living thing to another or through the environment.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.



- Disability: a physical or mental impairment that limits normal activities.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- FDA: Federal Drug Administration
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Non-communicable disease: a disease that is not transmitted by another person.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Relationship: a bond or connection that you have with other people.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.
- Substance abuse: any unnecessary or improper use of chemical substances for nonmedical purposes.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify the relationship between health behaviors and individual well-being.	<p>Have students brainstorm healthy and unhealthy behaviors.</p> <p>Prepare the <i>Matching Behaviors and Outcomes Activity</i> provided in Appendix A. Have students work in groups to match the behavior with a possible outcome of the behavior.</p> <p style="text-align: center;">OR</p> <p>Invite a fitness expert or athlete to speak to the class about the importance of a healthy lifestyle.</p>	Teacher Observation
Distinguish between communicable and non-communicable diseases.	<p>Create a Venn Diagram or Double Bubble Thinking Map identifying communicable and non-communicable diseases and how they are alike.</p> <p><a href="#">Venn Diagram</a></p> <p><a href="#">Double Bubble Thinking Map</a></p>	Class Participation Rubric
Identify and practice strategies to reduce the spreading of germs.	<p>Using the lesson plan below, students will identify and practice strategies to reduce the spreading of germs.</p> <p><a href="#">Germ Lesson Plan from KidsHealth</a></p>	<p>Demonstration</p> <p>Class Participation Rubric – Appendix A</p>
Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).	<p>Show students items that can be used to help them estimate appropriate serving sizes.</p> <p>Use this website to explore serving sizes using ordinary objects:</p> <p><a href="#">Household Items</a></p>	Teacher Observation

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify advertising techniques used in marketing health related	Have students view televised commercials or printed material on health related products.	How Effective Was The Advertisement - Appendix A

products.	<p>Guide students to evaluate the effectiveness of the advertisement using the evaluation tool provided in Appendix A.</p> <p>Have the students work in groups to create a commercial highlighting a healthy product.</p> <p><a href="#">Lesson Plan Database from Media Smarts</a></p> <p><a href="#">Learn Washing Index – Help Keep Advertising Honest</a></p>	Group Participation Rubric
Explore differences in cultural diets.	<p>Divide students into groups and have them research common foods from an assigned culture using the links provided below. Have students list the nutritional value of foods in different cultures. (Greek, Hispanic, Asian, Native American, Italian, French, German, etc.)</p> <p><a href="#">Greek Food</a></p> <p><a href="#">Hispanic Food</a></p> <p><a href="#">Asian Food</a></p> <p><a href="#">Native American</a></p> <p><a href="#">Italian Food</a></p> <p><a href="#">French Food</a></p> <p><a href="#">German Food</a></p> <p>Groups will share their information through oral reports, power points, or food demonstrations.</p>	Presentation Rubric
Analyze ways health care technology can enhance personal health.	<p>Brainstorm and make a list of types of technological tools such as heart rate monitors and pedometers to enhance personal health.</p> <p>Invite a guest to demonstrate how to find a healthy heart rate.</p> <p>Students will participate in finding their personal heart rate and check to see if their heart rate is in the correct range.</p>	Teacher Observation

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate the ability to locate resources from home, school and community that provide valid health information.	<p>Discuss the term “valid health information” and where to find the information.</p> <p>Assign students a health related topic. Students will collect valid information on that topic from various sources and design a pamphlet on the topic.</p>	Pamphlet Rubric
Distinguish between fact and opinion in health information.	Use the list Strange and Funny but True Health Facts found in the appendix to introduce the lesson. Using the website listed below explore with students old wives tales concerning health.	Teacher Observation

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<b>Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify ways to be sensitive to the feelings of others to include disabled and chronically-ill persons.	<p>Read the book, <i>Be Good to Eddie Lee</i> by Virginia Fleming (Philomel Books – New York – ISBN – 0-399-21993-5). This book is about a child with Down-syndrome.</p> <p>Brainstorm ways that students can be helpful to those with disabilities.</p> <p>Simulate blindness or deafness by blindfolding students or by using earplugs.</p> <p>Students will write about their experience by answering these questions: How did it feel? What problems did you encounter? What did you learn from the experience? How will the experience affect the way you will treat an individual with a disability?</p>	<p>Teacher Observation</p> <p>Writing Rubric</p>

<b>Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)<sup>NHES 5</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Explain how exercise enhances health.	<p>You can choose moderate or vigorous intensity activities, or a mix of both each week. Activities can be considered vigorous, moderate, or light in intensity. This depends on the extent to which they make you breathe harder and your heart beat faster.</p> <p>Have students brainstorm and list different activities and then categorize the activities as to whether they are vigorous, moderate, or light in intensity. <i>View the website for a definition and a list of activities and intensity levels.</i></p> <p><a href="#">Moderate to Vigorous Physical Activity</a></p> <p>Discuss the benefits of physical activity (maintain healthy weight, keeps heart strong, boosts energy, increases self-esteem, and reduces risk of disease).</p> <p>Describe the physiological effects of exercise on the body (perspiration, burning calories, increase heart rate, increase metabolism). Ask the question, “Why are these effects important”?</p>	<p>Teacher Observation</p>

Explain the impact of substance abuse on the individual, family, and community.	Teacher will read “My Big Sister Takes Drugs” by Judith Vigna.  Have students discuss how the decision to become involved in substance abuse affects individuals, families, and the community.	Teacher Observation  Class Participation Rubric – Appendix A
Identify factors that influence decision-making.	Create a diagram of the factors that influence decision making (media, teachers, parents, siblings, peers, famous people or celebrities, church, law enforcement/government, etc.)  Identify which of the influences are positive or negative and why.	Teacher Observation
Apply a decision-making process to address personal health issues and problems.	Discuss common health issues for fourth graders. (Stomachache, head ache, tooth ache, ear ache, fever, food allergies, diabetes, asthma, sport related injuries, etc.)  List steps in the decision-making process. Discuss the 6 Steps of Decision Making. <ul style="list-style-type: none"> <li>• State the situation</li> <li>• List the options</li> <li>• Weigh the outcomes</li> <li>• Consider values</li> <li>• Make a decision and act</li> <li>• Evaluate the decision</li> </ul> Have students apply the process to a common health issue that they have identified.  <a href="#">Illness and Injuries from KidsHealth</a>	Teacher Observation

**Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Develop a personal health plan and track progress toward achievement.	Have students complete a personal health inventory and evaluate present health habits.  Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory.  Have students complete a personal health goal chart.	Personal Health Goal Chart – Appendix A

**Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Compare various factors	Brainstorm factors (physical, social, and psychological)	Teacher Observation

influencing health.	<p>factors) that influence health. (Have students consider these factors: 8-10 hours of sleep, eating a healthy breakfast, eating a variety of foods, being physically active, maintaining a healthy weight, avoiding tobacco, alcohol and other drugs, managing stress, practicing safe behaviors and maintaining healthy relationships, if they do not come up with these on their own.)</p> <p>Create a Venn diagram to compare and contract factors.</p> <p><a href="#">Venn Diagram</a></p>	Class Participation Rubric
Illustrate safety and injury prevention techniques.	<p>Divide class into groups. Each group will choose a safety topic (fire, water, sports, bicycle, car seat, and seat belt) The group will create a skit, song, or video to teach the class about the chosen safety topic.</p>	Group Participation Rubric
Distinguish between medicine use and misuse.	<p>Define the term medicine. A medicine is a drug that is used to treat or prevent disease or other conditions.</p> <p>Have students explore the reasons that people take medicine and identify ways that medicines are misused.</p> <p>Use the <i>What Does It Say</i> lesson plan # 923 found on the Health In Action website to teach students about over-the-counter medicines.</p>	Teacher Observation

<b>Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify the characteristics of a good friend.	<p>Using the letters of the word FRIEND, have students make an acrostic to identify characteristics of a good friend.</p> <p>Post the projects in the classroom.</p>	Teacher Observation
Demonstrate healthy choices outside the school environment.	<p>Brainstorm healthy choices students make every day and make a list. (wearing bike helmet; playing sports with the correct safety equipment; using safety belts; exercising; avoiding tobacco, drugs, and alcohol; eating healthy foods)</p>	Teacher Observation
Discuss ways that family time promotes healthy lifestyles.	<p>Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time.</p> <p>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.</p>	<p>Class Participation Rubric</p> <p>Teacher Observation</p>

# Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>	<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
First Aid to Go	H1	H-S	Tour the Circulatory System	H1	H-H
It's a Matter of Time	H1	H-H	Tour the Nervous System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D	Nutrient Knowledge	H1	H-N
The Quest for Food Safety	H1	H-D	Roll Out the Five Senses	H1	H-PH
Tour the Skeletal System	H1	H-H	Nutrition 4: Planning to Eat Healthy!	H1	H-N
Tour the Muscular System	H1	H-H	Help! I'm Choking!	H1	H-S
Tour the Respiratory System	H1	H-H	Safe Routes to School - 3-5 - Lesson 2	H1	H-PH
Tour the Digestive System	H1	H-H	Asthma: What is it?	H1	H-PH
First Aid to Go	H1	H-S			
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D	Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H	Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M	Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M	Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M	Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M	Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M	Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M	It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M	It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M	My Culture - Your Culture - Our Culture	H2	H-F
The Wheels Go Round and Round	H3	H-S	Tobacco Turn-Off: Lesson 2	H3	H-DA
It's RICE to Know About Injuries	H3	H-S	Lousy Lice: Lesson 1	H3	H-PH
Staying Safe in the Car	H3	H-S	Lousy Lice: Lesson 2	H3	H-PH
Nutrition 1: Labels Are Important!	H3	H-N	It "Ads" Up Fast!	H3	H-CH
Add Nutrition to Your List	H3	H-N	Health Products for \$ale	H3	H-CH
A Dental Visit to Flip Over!	H3	H-PH	What Does It Say?	H3	H-CH
The Caption: Keep a Healthy Smile	H3	H-PH	Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
The Illustrated Tooth	H3	H-PH	Grounded in the Present Against Drugs: Lesson 2	H3	H-DA

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Bossy Floss	H3	H-PH		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Let's Compare	H3	H-CH		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Take A Break: Direct Your Attention Here, Please	H3	H-C		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Write About It: Sensory Poetry	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Diagram Sense	H3	H-H		Reject All Tobacco (RAT) Grades 4-6 - Lesson 2	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 15	H3	H-PH
Experimenting Makes Sense: Lesson 2	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 16	H3	H-PH
Tobacco Turn-Off: Lesson 1	H3	H-DA		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 18	H3	H-PH
All Squared Up	H4	H-M		N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: Words Add Up!	H4	H-M		N-O Spells No! Lesson 2	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M		N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: Knot Us!	H4	H-M		N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M		Don't Stress Over Stress	H4	H-M
Standing Up to the Bully	H4	H-M		Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M		Working Together to Help Each Other	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 10	H4	H-D
Dendrite Dividend: Minute Math	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 11	H4	H-PH
Dendrite Dividend: Let's Tell a Story	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 14	H4	H-PH
Good Apple Compliments	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 17	H4	H-D
Dendrite Dividend: Mystery Person	H4	H-C		Dendrite Dividend: Relax	H4	H-M
Struggling Less: Lesson 1	H4	H-M		Dendrite Dividend: Did You Hear What I Heard?	H4	H-M
Struggling Less: Lesson 2	H4	H-M		Dendrite Dividend: This Doesn't Stack Up!	H4	H-M
Struggling Less: Lesson 3	H4	H-M		Sidetrack Fear	H4	H-M
Struggling Less: Lesson 4	H4	H-M				
Nutrition 2: Check It Out!	H5	H-N		Dendrite Dividend: Color My World!	H5	H-PH
Nutrition 3: Building Good Nutrition is No Mystery!	H5	H-N		Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Decisions—Decisions—Decisions	H5	H-DA		Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH		Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1	H5	H-PH
Dendrite Dividend:	H5	H-PH		Reject All Tobacco(RAT)-	H5	H-PH



<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Which Way Do I Go?				Grades 4-6 - Lesson 9		
Dendrite Dividend: Sentence Scramble	H5	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 19	H5	H-PH
Dendrite Dividend: Rave Reviews	H5	H-PH				
Dendrite Dividend: Knic- -Knac--Know	H6	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 12	H6	H-PH
What's My Goal?	H6	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 13	H6	H-PH
Dendrite Dividend: What Can I Be?	H6	H-PH				
Bicycle to Safety	H7	H-S		Time Out: Give Them the Info	H7	H-S
Sports Scene Charades	H7	H-S		Dendrite Dividend, Stand up and Spell	H7	H-M
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Animated Antic Questions	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Just Like Me	H7	H-M
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Take a Break: Who Has It?	H7	H-C		Dendrite Dividend: Cards Up-- Cards Around	H7	H-M
Dendrite Dividend: Don't Be Stingy!	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: What's in the Box?	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Line Up	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Am I in Shape Now?	H7	H-PH		Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3	H7	H-PH
Staying Dog Bite Free	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 4	H7	H-PH
Weathering Hurricanes	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 5	H7	H-PH
Safe Ways to Take a Splash	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 6	H7	H-PH
Beary Sleepy	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 7	H7	H-PH
Take a Break: Erase Bad Posture	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 8	H7	H-PH
Body Systems on Review	H7	H-H		Friends Helping Friends	H7	H-D
What Can Beat This?	H7	H-PH		Athletes with Asthma	H7	H-PH
Preparing for an Emergency	H7	H-S		Your Environment and Asthma	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C
It's Not Fun to Lose!	H8	H-F				

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fourth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books  
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999  
The Recess Queen by Alexis O’Neill – Awaken Speciality Press  
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)  
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York  
Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)  
Just Go to Bed by Mercer Mayer – Random House Children’s Books  
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.  
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press  
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.  
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York  
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.  
You Can Call Me Willy by Joan C. Verniero – Magination Press  
The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing  
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing  
Catundra by Steven Cosgrove – Price Sern Sloan Publisher  
The Report Card by Andrew Clements – Aladdin Publishing  
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers

## Other Unit Resources

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### Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

# Contemporary Health - Fifth Grade

## Course Description

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Contemporary Health (Fifth Grade) emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- learn that engaging in, monitoring, and comparing physical activity will enhance my health.
- learn that setting goals in physical and nutritional health can improve my health.
- learn that saying no to drugs and alcohol can help me stay healthy.
- learn about different health agencies in the community.
- learn how to become an advocate for health in the community.
- learn conflict management and refusal skills.
- learn how the media can affect health.
- learn how technology can affect health.

### Essential Questions

- What determines how I feel about myself?
- How can I become a health advocate?
- How can technology be beneficial and a deterrent to my health?
- How do I make good choices?
- How and why do I need to set goals in my physical and nutritional health?
- How can I protect myself from the misuse of drugs?
- What are conflict resolution skills?
- What is a fitness assessment?

## Vocabulary

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**Identify and review the unit vocabulary.**

- Behavior: the way in which one conducts oneself.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Habit: an acquired mode of behavior that has become nearly or completely involuntary.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.

- **Illness:** an unhealthy condition of body or mind.
- **Immunity:** a condition of being able to resist a particular disease especially through preventing development of a pathogenic microorganism.
- **Influence:** the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- **Media:** forms or systems of communication designed to reach a large number of people.
- **Risk:** to expose to danger.
- **Nutrition:** the processes by which an animal or plant takes in and makes use of food substances.
- **Physical Activity:** the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- **Prescription:** a written direction or order for the preparation and use of a medicine.
- **Responsible:** answerable or accountable, as for something within one's power, control, or management.
- **Vaccination:** the act of administering a vaccine, usually by injection.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Describe how participation in physical activity affects the body.	Have students participate in the “Fuel Up to Play 60” program.  <a href="#">Fuel Up to Play 60</a>	Teacher observation
Discuss how the body’s defenses against disease work.	Brainstorm various diseases. Work with students to sort diseases according to type. <ul style="list-style-type: none"> <li>• infectious - spread by germs</li> <li>• food-borne - spread by improper food handling</li> <li>• air-borne - spread by coughing/sneezing</li> <li>• immunity - results from lack of immunization</li> <li>• contact – results from poor hygiene</li> </ul> <a href="#">Immune System Lesson Plan from KidsHealth</a>	Teacher Observation
Identify ways the body’s defense system can be improved.	Explain the importance of proper sleep and nutrition.  <a href="#">Sleep Lesson Plan from KidsHealth</a>	Teacher Observation
Distinguish between healthy and unhealthy snacks.	Discuss the difference in a healthy snack and an unhealthy snack. Explain how to read a food label using materials from the following site:  <a href="#">Nourish Interactive</a>  Have students bring in healthy snacks from vending machines and look at labels.  Plan a snack tasting activity. Have student’s rate snacks in areas of smell, taste, nutritional value, preparation time, etc. Create a graph to indicate their favorite snack.	Teacher Observation

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Explore various eating habits and how they relate to family culture and lifestyles.	Have students investigate nutrition facts for a fast food item(s) that their family eats on a regular basis. Have them consider a more nutritious choice for their family.  Students will write a report of their findings.	Written Assessment Rubric

Describe the way technology affects health.	Read the book, <i>Bernstein Bears and Too Much TV</i> by Stan and Jan Berenstain.  After reading the book, have the students brainstorm a list of healthy activities to do instead of watching TV, playing video games or other sedentary activities.	Teacher Observation
Analyze ways in which the media influences buying decisions regarding health products, medicine, and food.	Discuss how media influences buying decisions.  Have student complete the worksheet, "Advertisements – How Effective Are They?" and discuss. (Appendix A)  <a href="#">Media Smarts Lesson Plans</a>	Teacher Observation

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Locate and evaluate the functions of community agencies and health care professionals.	Have students brainstorm health care agencies in their community and complete an emergency list that includes addresses and phone numbers for these agencies. (Fire, ambulance, poison control, police, local doctor, pharmacy)  Use internet to research community agencies and health care professionals.	Health Care Provider List - Appendix A
Identify the impact of health services (i.e., ambulance service, rescue squad) in the community.	Have students brainstorm the question "What would we do without health services in our community?"  Invite a health care professional to share how the services they provide impact the community.	Guest Speaker Rubric
Identify and discuss the use and impact of health products (i.e., sunscreen, toothpaste).	Teacher will supply magazines, newspapers, or internet pictures of health care products.  Students will work in groups to create a collage that promotes healthy products.	Art/Poster Rubric  Group Participation Rubric

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.	Read <i>You Are Special</i> by Max Lucado (or a similar book on kindness or self-esteem).  Create a "Kindness Box." When one student sees another perform an act of kindness, the student reports the behavior to the teacher. The student's name is put in the "Kindness Box." The teacher periodically draws names from the box. The names that are drawn are allowed to pull a "Kindness Coupon" to use at an appropriate time. Some suggestions for coupons are "Get Out of Detention" pass, skip morning work, free	Teacher Observation

	computer time, sit by a buddy at lunch, invite a friend to lunch, homework pass, and treasure box.	
Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.	Use Health In Action Lesson Plan entitled: Dendrite Dividend – Did you Hear What I Heard? – H-999 to engage students in a discussion of ways to keep your cool when conflict arises.  Have students’ role play refusal and conflict resolution skills using the scenarios found in the Appendix A.	Teacher Observation  Student Participation Rubric – Appendix A  Role Play Rubric – Appendix A
Demonstrate an awareness of safety through modeling.	Allow the class to teach younger students the proper procedures for school preparedness (tornado drill, fire drill, earthquake drill, lock-down drill, etc.)	Teacher Observation

**Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explore the characteristics of habits and how habits affect personal health.	Define what a habit is and how habits can affect personal health.  Have students identify good and bad personal health habits (physical, nutritional, hygiene, social, etc.). Student will complete the Personal Health Habit Inventory Chart found in Appendix A to compare and contrast habits that result in the healthiest decisions.	Teacher observation

**Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify health goals and evaluate strategies/skills for attaining personal health goals.	Have students complete a personal health inventory and identify areas that need improvement.  Use the Personal Health Inventory found on pages 42-43 in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies –  <a href="#">Health Literacy Guide</a>  Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory.  Have students complete the Personal Health Goal Chart found on Page 44 to put on the refrigerator at home. Students will chart their progress for one week and write about their progress in their student journal.	Teacher Observation  Student Journal  Personal Health Goal Chart – Appendix A

<b>Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Examine health and fitness assessments and their role in developing a plan for life long fitness.	<p>Invite the physical education teacher speak to the class about the importance of fitness and the fifth grade fitness assessment. (Discussion should include pre and post tests, BMI calculation, and lifelong fitness)</p> <p><i>Note: The Mississippi Healthy Students Act – 2007 requires fitness testing for fifth grade students. If possible, coordinate this class with physical education teacher.</i></p>	Teacher Observation

<b>Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)<sup>NHES 8</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify responsibilities of a family.	<p>Define family.</p> <p>Divide the class into groups and have them cut pictures from magazines that depict the responsibilities of a family to include:</p> <ul style="list-style-type: none"> <li>• Meeting physical and other basic needs</li> <li>• Meeting mental and emotional needs</li> <li>• Meeting social needs</li> </ul> <p>Students will use these pictures to make a “family” responsibility collage to be displayed in the room.</p>	Art/Poster Rubric – Appendix A
Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).	Have class organize a school wide health initiative to encourage students to exhibit healthy behaviors by working in groups to create posters to display around school.	Art/Poster Rubric – Appendix A

## Supplementary Lesson Plans

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These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>	<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
First Aid to Go	H1	H-S	Tour the Circulatory System	H1	H-H
It's a Matter of Time	H1	H-H	Tour the Nervous System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D	Nutrient Knowledge	H1	H-N
The Quest for Food Safety	H1	H-D	Roll Out the Five Senses	H1	H-PH
Tour the Skeletal	H1	H-H	Nutrition 4: Planning to Eat	H1	H-N



<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
System				Healthy!		
Tour the Muscular System	H1	H-H		Help! I'm Choking!	H1	H-S
Tour the Respiratory System	H1	H-H		Safe Routes to School - 3-5 - Lesson 2	H1	H-PH
Tour the Digestive System	H1	H-H		Asthma: What is it?	H1	H-PH
First Aid to Go	H1	H-S				
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D		Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H		Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M		Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M		Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M		Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M		Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M		Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M		It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M		It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M		My Culture - Your Culture - Our Culture	H2	H-F
The Wheels Go Round and Round	H3	H-S		Tobacco Turn-Off: Lesson 2	H3	H-DA
It's RICE to Know About Injuries	H3	H-S		Lousy Lice: Lesson 1	H3	H-PH
Staying Safe in the Car	H3	H-S		Lousy Lice: Lesson 2	H3	H-PH
Nutrition 1: Labels Are Important!	H3	H-N		It "Ads" Up Fast!	H3	H-CH
Add Nutrition to Your List	H3	H-N		Health Products for \$ale	H3	H-CH
A Dental Visit to Flip Over!	H3	H-PH		What Does It Say?	H3	H-CH
The Caption: Keep a Healthy Smile	H3	H-PH		Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
The Illustrated Tooth	H3	H-PH		Grounded in the Present Against Drugs: Lesson 2	H3	H-DA
Bossy Floss	H3	H-PH		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Let's Compare	H3	H-CH		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Take A Break: Direct Your Attention Here, Please	H3	H-C		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Write About It: Sensory Poetry	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Diagram Sense	H3	H-H		Reject All Tobacco (RAT) Grades 4-6 - Lesson 2	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 15	H3	H-PH
Experimenting Makes Sense: Lesson 2	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 16	H3	H-PH

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>	<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Tobacco Turn-Off: Lesson 1	H3	H-DA	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 18	H3	H-PH
All Squared Up	H4	H-M	N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: Words Add Up!	H4	H-M	N-O Spells No! Lesson 2	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M	N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: Knot Us!	H4	H-M	N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M	Don't Stress Over Stress	H4	H-M
Standing Up to the Bully	H4	H-M	Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M	Working Together to Help Each Other	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 10	H4	H-D
Dendrite Dividend: Minute Math	H4	H-M	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 11	H4	H-PH
Dendrite Dividend: Let's Tell a Story	H4	H-M	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 14	H4	H-PH
Good Apple Compliments	H4	H-M	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 17	H4	H-D
Dendrite Dividend: Mystery Person	H4	H-C	Dendrite Dividend: Relax	H4	H-M
Struggling Less: Lesson 1	H4	H-M	Dendrite Dividend: Did You Hear What I Heard?	H4	H-M
Struggling Less: Lesson 2	H4	H-M	Dendrite Dividend: This Doesn't Stack Up!	H4	H-M
Struggling Less: Lesson 3	H4	H-M	Sidetrack Fear	H4	H-M
Struggling Less: Lesson 4	H4	H-M			
Nutrition 2: Check It Out!	H5	H-N	Dendrite Dividend: Color My World!	H5	H-PH
Nutrition 3: Building Good Nutrition is No Mystery!	H5	H-N	Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Decisions—Decisions— Decisions	H5	H-DA	Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH	Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1	H5	H-PH
Dendrite Dividend: Which Way Do I Go?	H5	H-PH	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 9	H5	H-PH
Dendrite Dividend: Sentence Scramble	H5	H-PH	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 19	H5	H-PH
Dendrite Dividend: Rave Reviews	H5	H-PH			
Dendrite Dividend: Knic- -Knac--Know	H6	H-PH	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 12	H6	H-PH
What's My Goal?	H6	H-PH	Reject All Tobacco(RAT)- Grades 4-6 - Lesson 13	H6	H-PH
Dendrite Dividend: What Can I Be?	H6	H-PH			
Bicycle to Safety	H7	H-S	Time Out: Give Them the Info	H7	H-S
Sports Scene Charades	H7	H-S	Dendrite Dividend, Stand up and Spell	H7	H-M

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Animated Antic Questions	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Just Like Me	H7	H-M
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Take a Break: Who Has It?	H7	H-C		Dendrite Dividend: Cards Up-- Cards Around	H7	H-M
Dendrite Dividend: Don't Be Stingy!	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: What's in the Box?	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Line Up	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Am I in Shape Now?	H7	H-PH		Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3	H7	H-PH
Staying Dog Bite Free	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 4	H7	H-PH
Weathering Hurricanes	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 5	H7	H-PH
Safe Ways to Take a Splash	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 6	H7	H-PH
Beary Sleepy	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 7	H7	H-PH
Take a Break: Erase Bad Posture	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 8	H7	H-PH
Body Systems on Review	H7	H-H		Friends Helping Friends	H7	H-D
What Can Beat This?	H7	H-PH		Athletes with Asthma	H7	H-PH
Preparing for an Emergency	H7	H-S		Your Environment and Asthma	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C
It's Not Fun to Lose!	H8	H-F				

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fifth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.  
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press  
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.  
You Can Call Me Willy by Joan C. Verniero – Magination Press

The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing  
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing  
Catundra by Steven Cosgrove – Price Sern Sloan Publisher  
The Report Card by Andrew Clements – Aladdin Publishing  
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers  
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)  
Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)  
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)  
What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)  
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)  
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)  
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)  
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company

## Other Unit Resources

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### Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

# Contemporary Health - Sixth Grade

## Course Description

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Contemporary Health (Six Grade) allows 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; while reinforcing 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.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- know the difference between health and wellness.
- know the three parts of health.
- know the difference between stress and conflict.
- name two activities that would call you to be an advocate.
- be able to demonstrate the refusal skills (S.T.O.P.)
- give examples of self-management skills.
- know the role that environment plays in your total health.
- be able to access reliable information to evaluate an advertised product.
- be able to describe how risk and risk behaviors can affect your health.
- know how the media could influence your decisions.
- name two factors that are part of the physical environment.
- know two main types of influences on health choices.
- name two behaviors that can reduce health risk.
- list three behaviors that can have negative health consequences.

### Essential Questions

- What is the difference between health and wellness?
- What does reliable mean?
- What is the difference between stress and conflict?
- What are refusal skills?
- What are the two types of influences that can affect decisions?
- How can you be sure that a product is safe to use?
- What are two factors of your physical environment?
- What makes up a person's social environment?
- What are two main types of influences on healthy choices?
- What are two behaviors that can reduce health risk?
- What are risk behaviors?

- What are consequences?
- What are two main ways to avoid or reduce risk?
- How can avoiding risk behaviors benefit your physical health?
- What choices can you make that will help keep you healthy?
- What is interpersonal communication?

## Vocabulary

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### Identify and review the unit vocabulary.

- Advocacy: taking action in support of a cause.
- Conflict: a disagreement between people with opposing viewpoints, interests, or needs.
- Conflict resolution skills: the ability to end a disagreement or keep it from becoming a larger conflict.
- Consequences: the results of action.
- Health: a combination of physical, mental/emotional, and social well-being.
- Hygiene: cleanliness.
- Immunizations: treatment to produce immunity to a disease (vaccine).
- Interpersonal Communication: the sharing of thoughts and feelings with other people.
- Mediation: resolving conflicts by using another person or persons.
- Natural Resources: something found in nature that is valuable to humans.
- Negative Stress: stress that prevents you from doing what you need to do, or stress that causes you discomfort.
- Negotiation: the process of talking directly to the other person to resolve a conflict to help reach a solution that is acceptable to both sides.
- Pollution: dirty or harmful substances in the environment.
- Positive Stress: stress that can help you reach your goals.
- Refusal Skills: ways to say no effectively. These are great tools to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your value and beliefs.
- Reliable: trustworthy and dependable.
- Risk Behaviors: actions or choices that may harm you or others.
- Self-Concept: the way you view yourself overall.
- Stress: the body's response to real or imagined dangers and other life events.
- Stress Management: identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
- Technology: the use of science in solving problems; a technical method of doing something.
- Violence: an act of physical force resulting in injury or abuse.
- Wellness: a state of well – being or balanced health over a long period of time.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	<p>Invite a health care professional to address the benefits of being proactive as it relates to life-long health.</p> <p><a href="#">How to Adopt a Healthy Lifestyle</a></p> <p><a href="#">How to Get Healthy</a></p>	<p>Teacher Observation</p> <p>Guest Speaker Rubric</p>
Explore ways health promotion reduces healthcare costs.	<p>Have students explore health care costs and how proactive behaviors reduce costs.</p> <p>Ask students to name and describe two hidden costs that tobacco use has on society.</p> <p>Have students research legal bans on tobacco advertising and discuss their findings.</p> <p><a href="#">Prevention and Wellness Resource</a> - (Scroll down to Health Information)</p>	<p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p>
Discuss how body hygiene, posture and one’s self-image affect overall health.	<p>Discuss the importance of a first impression and how a person’s disposition affects that impression.</p> <p>Have students role play introductions. (Use How to Teach Kids to Introduce Themselves to Others in Appendix A)</p> <p>Information for Kids about Manners and Games to Teach Kids Good Manners can be found at:</p> <p><a href="#">Good Manners</a></p>	<p>Teacher Observation</p> <p>Role Play Rubric</p>

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Describe the benefits and threats of technological advances to healthy living.	<p>Conduct a class discussion on technology and health to include the benefits and threats of these technologies. (Computers, cell phones used in and out of automobiles, remote controls, medical equipment, etc.)</p>	<p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p>

	<p>Discuss Senate Bill 2472 (Nathan’s Law) that has to do with using a cellular phone while driving. (Senate Bill 2472 in Appendix D )</p> <p>Have students work in groups to select a particular technology and design a poster showing its benefit and/or threat to health.</p>	
<p>Relate how information presented in the media affects the attitude of our population toward health related issues.</p>	<p>Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common.</p> <p>Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product.</p> <p>Ask the question, “Does this media influence you to make a healthy choice?” Why or Why Not? Have students write their thoughts in their journal.</p> <p><a href="#">Media Smarts Lesson Plans</a></p>	<p>Teacher Observation</p> <p>Student Journal</p>

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Research current health promoting products and services.</p>	<p>Encourage students to participate in local health fair (if available in your area) and to get regular eye, dental, and hearing screenings. Contact your school nurse for information about these health screenings.</p> <p>Show students an immunization record and hand out a list of immunizations that are required upon entering school. (Vaccine Administration Record – Appendix A)</p> <p>Discuss where to go to get immunizations.</p>	<p>Teacher Observation</p>

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Demonstrate strategies to manage conflict in healthy ways.</p>	<p>Discuss conflict resolution strategies (negotiation and mediation).</p> <p>As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence.</p> <p>Have students create a public service announcement to encourage people to prevent violence. The announcement can be written as a radio, television, or newspaper advertisement. Emphasize the importance of preventing violence in our society.</p>	<p>Class Participation Rubric – Appendix A</p> <p>Public Service Announcement – Appendix A</p>



	<a href="#">Resolving Conflict Lesson Plan</a>	
Examine how to handle difficult interpersonal situations through effective communication.  Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>	Discuss how to handle difficult situations by using Refusal Skills - <u>S</u> aying No effectively. <u>S</u> TOP – <u>S</u> ay no; <u>T</u> ell why not; <u>O</u> ffer other ideas, <u>P</u> romptly leave.  <a href="#">Refusal Skills</a>  <i>Teen Health</i> , Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard	Teacher Observation

<b>Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</b> <sup>NHES 5</sup>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Understand positive and negative reinforcement and how they relate to decision-making.	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
	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

<b>Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)</b> <sup>NHES 6</sup>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Identify forms of exercise that help us to be healthier.	Brainstorm words that are associated with exercise. Write these words on the board and sort them into categories to include: <ul style="list-style-type: none"> <li>• team exercise</li> <li>• individual exercise</li> <li>• exercise that costs money</li> <li>• exercise that is free</li> <li>• exercise that I can do all my life</li> </ul> Each student will create an exercise schedule to keep for five days. They will keep track of their exercise using the form provided in Appendix A.  Remind students that to be physically fit, they need to exercise four or five times per week for 30-45 minutes.	Written Assessment Rubric – Appendix A
Define the responsibility a community has to help its members maintain good health.	Have students inventory their community to find ways that it helps its members maintain good health. (fitness opportunities, availability of fresh fruits and vegetables, quality air, sidewalks and walking paths)	Teacher Observation

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<b>Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Demonstrate ways to practice helpful behaviors and build health skills.	Define health skills (life skills). These are specific tools and strategies that help a person maintain, protect, and improve all aspects of health. Ask the question: Why is it important to build health skills and practice helpful behaviors?  Have students list their family's current healthy behaviors, and design a mobile to illustrate family healthy behaviors and skills.	Art/Poster Rubric – Appendix A
Explain and give examples of the use, misuse and abuse of substances.	Use RAT lesson plans found in Health In Action - # 1247-1265 to teach about the use, misuse and abuse of tobacco. All resources for teaching the lessons are provided with the plans.  or  Use Lesson Plan #1166 in Health In Action website entitled Alcohol: Think - Don't Drink to teach the dangers for drinking alcohol.	Written Test

<b>Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)<sup>NHES 8</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Describe various communication methods that accurately express health opinions and issues.	Invite a community health advocate to speak to students about how they support advocacy in the community. (Newspaper health reporter, television personalities who deal with health issues on TV, American Lung Association, Diabetes Association, etc.)	Guest Speaker Rubric – Appendix A
Investigate ways that Indoor Air Quality Can be improved in the classroom.	Have students work in groups to complete Sections 1-7 for the Indoor Air Quality (IAQ) Classroom Checklist – Appendix A.  After completing the checklist, students will discuss the areas that need to be improved and create a “needs improvement” checklist for school officials.	Group Participation Rubric – Appendix A
Employ the ability to encourage and support others in making healthy choices.	Place students in small groups and have them write healthy tips to be read in the morning announcements. (May use Monthly Themes from Health in Action)	Teacher Observation  Group Participation Rubric – Appendix A
Identify ways natural resources can impact human health.	Define natural resources and identify ways our natural resources become polluted.	Written Assignment Rubric – Appendix A

	<p>Use the website below and discuss ways to reuse, reduce, and recycle waste.</p> <p><a href="#">EPA Lesson Plans</a></p> <p>Have students create a list of laws (that effect the environment) that commercial and residential properties must/should follow.</p> <p><a href="#">EPA Resource Articles</a></p>	
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## Supplementary Lesson Plans

**These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.**

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Don't Be Sick	H1	H-PH		Doctor, Doctor	H1	H-C
Body Spell	H1	H-C		Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H		Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D		Generation Free (FREE) Grades 7-8 - Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N		Generation Free (FREE) Grades 7-8 - Lesson 8	H1	H-PH
What Am I?	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C		Ups and Downs	H2	H-C
Headless Relay	H2	H-H		Straight Up Stretch	H2	H-H
Media Tag	H2	H-C		Reverse Quick Stretch	H2	H-H
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circle fusion	H4	H-C
Actionology	H4	H-H		Blind fusion	H4	H-C

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Yard Pets	H4	H-M		Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F		Waving Clouds	H4	H-CH
Twin Relay	H4	H-C		Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C		Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C				
All Tied Up	H5	H-PH		The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH		Time for a Seat Change	H5	H-C
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching sixth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
 Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.  
 The Report Card by Andrew Clements – Aladdin Publishing  
 It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)  
 Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)  
 The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)  
 What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)  
 At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)  
 Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)  
 Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)  
 How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)  
 A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company  
 Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)  
 Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)  
 Mick Harte was Here by Barbara Park – Publisher - Yearling  
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

## Other Unit Resources

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### **Text Books**

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.

# Contemporary Health - Seventh Grade

## Course Description

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Contemporary Health (Seventh Grade) focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will learn:

- effective ways to handle peer pressure and stress.
- health enhancing behaviors.
- disease prevention.
- the effects of alcohol and drug use on health.
- the influence culture has on health behaviors.
- how technology can improve health.
- effective communication skills.
- the Six Steps of Decision Making.
- skills that will contribute to a healthy active lifestyle.
- the importance of making safe choices.
- the importance of a healthy diet.
- the different health care professionals.
- ways to enhance community health.

### Essential Questions

- Why is it important to effectively recognize positive and negative peer pressure?
- Why is hygiene and self-image important?
- What are communicable diseases?
- How are communicable diseases prevented?
- How can the environment affect our health?
- Why is tobacco and alcohol harmful to your health?
- What is culture?
- How does the media affect your health choices?
- Why is it important to examine health information?
- Why is it important to communicate effectively?
- What are health goals?
- Why is it important to make safe choices?
- Who are health professionals?
- What is a volunteer?

# Vocabulary

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## Identify and review the unit vocabulary.

- **Abstinence:** a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs.
- **Calories:** units of heat that measure the energy used by the body and the energy that foods supply to the body.
- **Communicable diseases:** a disease that is spread from one living thing to another or through the environment.
- **Communication:** the ways in which you send messages to and receive messages from others.
- **Conflict:** any disagreement, struggle, or fight.
- **Culture:** the collective beliefs, customs, and behaviors of a group.
- **Environment:** the sum of your surroundings.
- **Goals:** something you aim for that takes planning and work.
- **Hygiene:** conditions or practices (as of cleanliness) conducive to health.
- **Lifestyle:** the typical way of life of an individual, group, or culture.
- **Nutrition:** substances in food that your body needs to grow, to repair itself, and to supply you with energy.
- **Peer:** person of similar age who share similar interests.
- **Peer pressure:** the influence that people your age may have on you.
- **Posture:** the carriage of the body as a whole, the attitude of the body, or the position of the limbs.
- **Puberty:** the time when a person begins to develop certain traits of adults of his or her own gender.
- **Stress:** the reaction of the body and mind to everyday challenges and demands
- **Values:** the ideas, belief, and attitudes about what is important that help guide the way you live.
- **Volunteer:** a person who voluntarily undertakes or expresses a willingness to undertake a service.



## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
<p>Identify behaviors for effectively handling peer pressure and stress.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Discuss the meaning of stress. Stress occurs when pressures exceed our ability to cope with the pressures.</p> <p>Explore how to cope with stress. Example (positive): “If I make a poor grade on my test, I can talk to my teacher about ways to improve the grade. Example (negative): “If I make a poor grade on my test, I can throw my books in the trash can.”</p> <p>Have students tell about a stressful situation. They will tell a positive and a negative way to cope with their stressful situation.</p> <p>Invite the school counselor to speak to the class about positive ways to cope with stress.</p> <p>Discuss peer pressure and how to handle it.</p> <p>Role-play situations involving communication skills to manage peer pressure. (Use scenarios in Appendix A)</p> <p><a href="#">School Stress from KidsHealth</a></p>	<p>Teacher Observation</p> <p>Class Discussion</p> <p>Role Play Rubric – Appendix A</p>
<p>Analyze how hygiene, posture, and self-image affect overall health.</p>	<p>Discuss the importance of a first impression and how a person’s disposition affects that impression.</p> <p>Prepare posters targeting proper hygiene, correct posture and a positive self-image.</p>	<p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p>
<p>Give examples of communicable diseases and discuss transmission and methods of prevention.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Invite a nurse to speak to the class concerning health promotion and disease prevention.</p> <p>Have students summarize the promotion and prevention of the diseases discussed.</p>	<p>Teacher Observation</p>
<p>Describe the effects of puberty on social and emotional behavior.</p>	<p>Discuss the physical, mental and social developmental tasks that are necessary during a particular period of growth in order for a person to continue to grow</p>	<p>Student Journal</p>

<p>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</p>	<p>toward maturity.</p> <p>Have students' journal their thoughts about puberty.</p> <p>Note: If students have additional questions, they may contact the school nurse or place questions in a discussion box.</p>	
<p>Propose ways in which improving the environment can enhance physical, mental, and social health.</p>	<p>Discuss ways that individuals can contribute to community well-being.</p> <p><a href="#">Holiday Tips from KidsHealth</a></p> <p>Have students brainstorm ways they can help recycle at school and at home. (newspapers, glass, plastic, aluminum)</p>	<p>Teacher Observation</p>
<p>Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.</p>	<p>Demonstrate the residues from tobacco use by showing a "smoking doll".</p> <p>Invite a professional to discuss harmful effects of tobacco and alcohol. (Tobacco collation, DARE, etc.)</p> <p>Use magazines to find advertisements on tobacco products and alcohol. Have students write a brief report about their chosen advertisement.</p>	<p>Teacher Observation</p> <p>Written Assessment Rubric – Appendix A</p>

**Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)<sup>NHES 2</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Describe the influence of culture on health behaviors.</p>	<p>Invite a guest speaker to talk about their particular culture and health behaviors within that culture. (Native American, Asian, Hispanic, Italian, French, etc.)</p>	<p>Guest Speaker Rubric – Appendix A</p>
<p>Analyze how the media and other sources influence health behavior.</p>	<p>Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common.</p> <p>Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product.</p> <p>Ask the question, "Does this media influence you to make a healthy choice?" Why or Why Not? Have students write their thoughts in their journal.</p> <p><a href="#">Media Smarts Lesson Plans</a></p>	<p>Student Journal</p>
<p>Explore technology and other resources to improve personal and family health.</p>	<p>Have students explore the use of phone apps technology for activity and nutritional goal setting. (Use computer applications when phones are not available)</p>	<p>Teacher Observation</p>

**Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Critique sources of information regarding health products and services to determine if they are reliable/unreliable.	Have students examine information regarding health products and services and tell if the information is reliable/unreliable and why. (Use magazine articles, internet sources, health brochures, etc.)	Teacher Observation

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate various forms of effective communication.	Define effective communication to include verbal and nonverbal communication skills.  Divide students into groups and have them demonstrate various forms of effective communication. (body language; speaking, listening, and writing skills)	Teacher Observation  Group Participation Rubric – Appendix A
Demonstrate strategies to manage conflict in healthy ways.	Discuss conflict resolution strategies (negotiation and mediation).  As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence.  Have students create a violence prevention slogan and prepare a slogan poster to emphasize the importance of preventing violence in our society.	Art/Poster Rubric – Appendix A
Examine how to handle difficult interpersonal situations through effective communication.  <i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>	Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: <u>T</u> ake time out- at least 30 minutes; <u>A</u> llow each person to tell his/her side uninterrupted; <u>L</u> et each person ask questions; <u>K</u> eep brainstorming to find a good solution.  Have students choose a situation that is a common conflict for teens. List the conflict on the board.  Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class.  <i>Teen Health, Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard</i>	Teacher Observation  Class Participation Rubric – Appendix A

**Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)<sup>NHES 5</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate the ability to apply decision-making models to health issues	Discuss the 6 Steps of Decision Making. <ul style="list-style-type: none"> <li>State the situation</li> <li>List the options</li> </ul>	Teacher Observation  Class Participation Rubric –

<p>and problems.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<ul style="list-style-type: none"> <li>• Weigh the outcomes</li> <li>• Consider values</li> <li>• Make a decision and act</li> <li>• Evaluate the decision</li> </ul> <p>Have students discuss scenarios and work through the decision making steps to make a decision. (Example: Emily has soccer practice at 3:30 p.m. Her friends want her to hang out with them instead. Emily loves soccer but also loves to spend time with her friends.) Note how the six steps of the decision-making process can help her make a choice.</p> <p><i>Teen Health, Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard</i></p> <p><a href="#">Glencoe Health and Fitness</a></p>	<p>Appendix A</p>
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<b>Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
<p>Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.</p>	<p>Discuss Mississippi Student Act 2007 that requires 150 minutes of physical education/activity a week.</p> <p>Have students identify ways to be active indoors or outdoors.</p> <p>Teacher can use the <a href="#">Jammin Minute</a> website in incorporate activities into the classroom.</p> <p>Invite a fitness specialist to speak to the students on indoor/outdoor activities or have a field trip to a local fitness center.</p> <p><a href="#">PE Central Media Center</a></p>	<p>Teacher Observation</p>
<p>Develop an action plan for achieving a personal health goal.</p>	<p>Students will identify a personal health goal and develop an action plan for achieving the goal. They will include these steps in their planning:</p> <ul style="list-style-type: none"> <li>• Set a realistic goal and write it down</li> <li>• List the steps to take to reach the goal</li> <li>• Identify sources of help and support</li> <li>• Set a reasonable time frame for reaching the goal</li> <li>• Evaluate progress</li> <li>• Reward for reaching the goal</li> </ul> <p>(Personal Health Goal Chart – Appendix A)</p>	<p>Teacher Observation</p>

**Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)<sup>NHES 7</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Demonstrate practices of making safe choices.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Have students work in groups to create a skit showing how peer pressure can affect the outcome of making good and bad choices. (smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, abstinence, etc.)</p>	<p>Teacher Observation</p> <p>Role Play/Skit Rubric- Appendix A</p>
<p>Distinguish among use, misuse, and abuse of substances.</p>	<p>Have students use a body poster to identify organs affected by drug use.</p>	<p>Art/Poster Rubric – Appendix A</p>
<p>Identify how a properly balanced diet and exercise influence healthy body weight.</p>	<p>Discuss a properly balanced diet.</p> <p>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.</p>	<p>Teacher Observation</p>
<p>List health professionals that provide education, counseling services, and treatment to prevent communicable disease.</p>	<p>Use technology to research health professions that provide services and treatment to prevent communicable disease.</p> <p>Have students complete a report to show their findings.</p> <p><a href="#">Health Care Professionals</a></p>	<p>Written Assessment Rubric – Appendix A</p>

**Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)<sup>NHES 8</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Demonstrate an ability to influence others to become involved in healthy community projects.</p>	<p>Discuss ways to influence others to become involved in healthy community projects.</p> <p>Have students establish a classroom project to benefit others. (Campus cleanups, planting flowers, can food drive, clothing closets, etc.)</p>	<p>Teacher Observation</p>

# Supplementary Lesson Plans

These lesson plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>	<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Don't Be Sick	H1	H-PH	Doctor, Doctor	H1	H-C
Body Spell	H1	H-C	Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H	Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH	Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D	Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N	Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH	Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C	Ups and Downs	H2	H-C
Headless Relay	H2	H-H	Straight Up Stretch	H2	H-H
Media Tag	H2	H-C	Reverse Quick Stretch	H2	H-H
How Big Is It?	H2	H-H	Hold the Squat	H2	H-H
Blind Ball	H2	H-PH	Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH			
The Digestive Train	H3	H-PH	Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH	Walking the Egg	H3	H-F
Flying Saucers	H3	H-N	Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N	Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N	Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA	Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F	Hula Roll	H4	H-PH
Balloon Ball	H4	H-C	Circlefusion	H4	H-C
Actionology	H4	H-H	Blindfusion	H4	H-C
Yard Pets	H4	H-M	Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F	Waving Clouds	H4	H-CH
Twin Relay	H4	H-C	Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C	Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C			
All Tied Up	H5	H-PH	The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH	Time for a Seat Change	H5	H-C

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C

<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>		<b>Activity Title</b>	<b>Competency</b>	<b>Strand</b>
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching seventh grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.  
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.  
 Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.  
 The Report Card by Andrew Clements – Aladdin Publishing  
 It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)  
 Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)  
 The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)  
 At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)  
 Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)  
 Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)  
 How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)  
 A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company  
 Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)  
 Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)  
 Mick Harte was Here by Barbara Park – Publisher - Yearling  
 Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

## Other Unit Resources

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### Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.



# Contemporary Health - Eighth Grade

## Course Description

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Contemporary Health (Eighth Grade) reinforces the importance of gaining 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.

## Understandings and Goals

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### Enduring Understandings

In this unit, the student will learn:

- the physical, emotional, and social changes that occur during adolescence.
- the types of germs that can cause diseases.
- how germs spread.
- how to avoid or reduce risk behaviors.
- first aid procedures.
- warning signs of suicide.
- to identify positive and negative peer pressure.
- the techniques of conserving natural resources.
- the six nutrients needed by the body.
- to differentiate between legal and illegal drugs.
- the factors that influence an individual's decisions during adolescence.
- how to handle emotions in healthful ways.
- the importance of good nutrition and daily physical activity for a healthful lifestyle.
- how to use conflict resolution skills.
- refusal skills for risk-taking behaviors.
- to distinguish between various health care professionals.
- how to distinguish between facts and myths as it relates to health behaviors.
- the components of the human life cycle.

### Essential Questions

- What is adolescence?
  - How are communicable diseases spread? What are sexually transmitted diseases?
  - How does abstinence from sexually activity show that you are responsible?
  - What nutrients do you need?
  - What are the nutrient groups?
  - What are two kinds of information?
  - What is nutrition?
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- What are healthy ways to express emotions?
- What are the three developmental stages of adolescence?
- What is the difference between negative and positive peer pressure?
- What is an OTC medicine?
- What types of information can you find on a prescription medicine label?
- How can medicine contribute to good health?
- How are medicines and illegal drugs similar?
- What are risk behaviors?
- What are two behaviors that can reduce health risk?
- What are consequences?
- What are some warning signs of suicide?
- Why is family one of the biggest influences in your life?

## Vocabulary

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### Identify and review the unit vocabulary.

- **Abstinence:** the conscience, active choice not to participate in high-risk behaviors.
- **Adolescence:** the stage of life between childhood and adulthood.
- **Communicable disease:** a disease that can be spread to a person from another person, an animal, or an object.
- **Drug abuse:** intentionally using drugs in a way that is unhealthful or illegal.
- **Emotions:** feelings such as love, joy or fear.
- **Family:** the basic unit of society and includes two or more people joined by blood, marriage, adoption or a desire to support each other.
- **First aid:** the immediate care given to someone who becomes injured or ill until regular medical care can be provided.
- **Germ:** organisms that are so small they can only be seen through a microscope.
- **Infection:** a condition that happens when pathogens enter the body, multiply, and cause harm.
- **Medicine:** a drug that prevents or cures an illness or eases its symptoms.
- **Nutrition:** the process of taking in food and using it for energy, growth, and good health.
- **Nutrients:** substances in foods that your body needs to grow, have energy, and stay healthy.
- **Over-the-counter drugs:** found on the shelves of local pharmacy or grocery stores.
- **Peer pressure:** the influence that your peer group has on you.
- **Prescription medicine:** a medicine that can be obtained legally only with a doctor's written permission.
- **Puberty:** the time when you develop physical characteristics of adults of your own gender.
- **Refusal skills:** ways to say no effectively.
- **Risk behaviors:** characteristics or behaviors that increase the likelihood of developing a medical disorder or disease.
- **Sexually transmitted disease:** infections that are spread from person to person through sexual contact.
- **Suicide:** the act of killing oneself on purpose.

## Suggested Learning Experiences

<b>Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)<sup>NHES 1</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Describe causes and effects of stress and identify healthy ways to manage stress.	<p>Define stress and discuss the causes and effects of stress.</p> <p>Have students write a paragraph about a stressful situation. In the paragraph answer the following questions:</p> <ul style="list-style-type: none"> <li>• What caused the stressful situation?</li> <li>• What were the effects?</li> <li>• How could this be managed in a healthy way?</li> </ul>	<p>Teacher Observation</p> <p>Written Assessment Rubric – Appendix A</p>
<p>Explore the changes during adolescence. (physical, mental/ emotional, and social)</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Have students brainstorm the physical, mental/ emotional, and social changes that occur during adolescence. (Puberty, developing a sense of identity, adopting values, setting goals, and developing control over behavior, etc.)</p> <p>Have students complete the concept mapping activity in Appendix A.</p>	<p>Concept Mapping Activity – Appendix A</p> <p>Written Test</p>
<p>Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Invite a health professional/nurse to discuss sexually transmitted diseases, contraceptives, and simple ways (i.e., hand washing) to prevent communicable diseases.</p>	<p>Teacher Observation</p>
<p>Identify the various components of the human life cycle.</p>	<p>Have students view the article below that emphasizes the components of the human life cycle. (Infancy and childhood, adolescence, adulthood)</p> <p><a href="#">Human Life Cycle</a></p>	<p>Teacher observation</p>

<b>Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)<sup>NHES 2</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Analyze the positive and	Have students watch the evening news or read the	Written Assessment Rubric

negative influences of technology and media on personal and family health.	newspaper and write a report about the health issues mentioned in the newscast or newspaper.	– Appendix A
Describe the influence of cultural beliefs on health behaviors.	Have students research health myths and facts. Role-play health myths and present facts.	Role Play Rubric – Appendix A
Understand peer relationships and their impact on health decisions.  <i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i>	Discuss who are our peers and define peer pressure (both negative and positive).  <a href="#">KidsHealth Resource on Peer Pressure</a>  Use the HELP skills – <u>H</u> ealthy, <u>E</u> thical, <u>L</u> egal, and <u>P</u> arent-approved – to resist peer pressure. Divide students into groups and have them use the HELP skills to determine appropriate behavior. (Use Scenarios for Peer Pressure - Appendix A)  Have students write a paragraph describing someone who is a good friend. (Use characteristics provided by the teacher.) Students will read paragraph to the class.	Teacher Observation  Written Assessment Rubric – Appendix A

<b>Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)<sup>NHES 3</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Distinguish differences among various health care professionals.	Invite health service professionals to speak to the class. or Students will research various health professions and give an oral report to the class.	Guest Speaker Rubric – Appendix A  Presentation Rubric – Appendix A
Explain an individual's responsibility in choosing health products and services.	Divide the students into groups. Have students use technology to explore various health products and services; then prepare a PowerPoint to show to the class about the chosen product or service.  Questions to be answered: <ul style="list-style-type: none"> <li>• What is the product?</li> <li>• What does the product do?</li> <li>• Do I really need the product?</li> <li>• Is the product safe? Could it harm my health or someone else's?</li> <li>• Could the product or its packaging harm the environment?</li> <li>• What is the unit price? (Cost per unit amount)</li> <li>• Is the Product worth the price?</li> <li>• Is there a similar product that cost less?</li> <li>• What is the stores return policy?</li> </ul>	Presentation Rubric – Appendix A  Group Participation Rubric
Explain the reasons for public health laws and regulations.	Have students research Food and Drug Administration laws and regulations regarding guidelines for over the counter medicines and prescriptions. Class will discuss their findings.	Teacher Observation

	or	
	Invite a speaker to discuss pollution control laws and regulations. (EPA, DEQ, etc.)	

**Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)<sup>NHES 4</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>Demonstrate ways to cope with interpersonal conflicts.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: <u>T</u>ake time out- at least 30 minutes; <u>A</u>llow each person to tell his/her side uninterrupted; <u>L</u>et each person ask questions; <u>K</u>eep brainstorming to find a good solution.</p> <p>Have students choose a situation that is a common conflict for teens. List the conflict on the board.</p> <p>Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class.</p> <p><i>Teen Health(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard</i></p> <p><a href="#">Glencoe Teen Health</a></p>	<p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p>
<p>Practice refusal skills for risk taking behaviors.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>The students will discuss listening, self-disclosure, and feedback in communication.</p> <p>Discuss how to handle difficult situations by using Refusal Skills - Saying No effectively.</p> <p><u>S</u>TOP – <u>S</u>ay no; <u>T</u>ell why not; <u>O</u>ffer other ideas, <u>P</u>romptly leave.</p> <p><a href="#">Refusal Skills</a></p> <p><i>Teen Health(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard.</i></p> <p><a href="#">Glencoe Teen Health</a></p>	<p>Class discussion</p>
<p>Examine ways to promote positive behavior when dealing with individual differences.</p>	<p>Ask the question: What does it mean to have good character? Define the term character: qualities that define what a person thinks, feels, and behaves.</p> <p>Brainstorm traits of good character to include: trustworthiness, respect, responsibility, fairness, caring, citizenship.</p> <p>Divide the class into groups and assign each group one of the traits listed above. Have them define the traits and give one example of how the trait can be</p>	<p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p>

	developed.	
<b>Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Analyze how nutrition affects physical, mental, and emotional development.	<p>Teacher will explain the importance of good nutrition and daily physical activity for a healthy lifestyle (physical, mental/emotional and social development).</p> <p>Have students research “Choose My Plate” and list the five food groups and give an example of a nutritious food from each group; list five healthy eating tips.</p> <p><a href="#">Choose My Plate</a></p> <p>Have students bring a Nutrition Facts Label and discuss the information about a food’s nutritional value; compare and contrast the food labels.</p>	Teacher Observation
Develop a plan that addresses commitment and self-control.	<p>Teacher will point out that journal writing is a healthful way to express emotions.</p> <p>Have students write a private journal entry about something that recently made them feel a strong emotion, such as winning a game or having an argument. Students should describe the emotions they felt and how they handled them. Remind students that they do not have to share what they write. Urge students to consider whether they might have handled the emotions in more healthful ways.</p> <p>Note: Answers will vary but might include (any two): writing, drawing, playing music, exercising, or participating in a hobby.</p>	Teacher Observation
Analyze how health related decisions are influenced by individuals, family, and community values.	For a week, students will identify as many external influences on their health choices as they can. They will label each influence as being positive or negative, and explain why they chose the labels. Students will share Information with the class.	<p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p>
<p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p>	<p>Teacher will discuss tips on how to avoid or reduce risk behaviors in order to maintain overall health.</p> <ol style="list-style-type: none"> <li>1. Plan ahead</li> <li>2. Think about consequences.</li> <li>3. Resist negative pressure from others.</li> <li>4. Stay away from risk takers.</li> <li>5. Pay attention to what you are doing.</li> <li>6. Know your limits.</li> <li>7. Be aware of dangers.</li> </ol> <p>Call on students to give examples of risk-behaviors and health consequences. (Examples: Riding in a car with the driver texting, engaging in pre-marital sex, drinking alcohol or smoking cigarettes, using medicines in an</p>	Teacher Observation

	improper way, etc.)	
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<b>Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Create a personal health plan that encourages an active lifestyle.	<p>Have students identify health goals that promote personal health.</p> <p>Have students create strategies to assist them in achieving these goals by setting up an exercise plan that includes endurance, strength, and flexibility.</p>	Student Journal

<b>Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup></b>		
<b>Suggested Objectives</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
Demonstrate common first aid procedures and identify ways to obtain various sources of help.	<p>Invite a paramedic or nurse to speak on first aid procedures and emergency care.</p> <p>Have students list the various sources of help along with phone numbers that are in their community.</p>	Teacher Observation
Identify regulations and adverse effects of the use and misuse of drugs (prescription, over the counter, and illegal).	<p>Have students research current regulations of prescription drugs and over the counter drugs.</p> <p>In groups have students research the adverse effects of prescription, over the counter, and illegal drug misuse on the body.</p>	Teacher observation
Identify the six (6) essential nutrients needed by the body and their nutrient sources.	<p>Discuss the six (6) essential nutrients and the role each play in the human body. (<i>Six (6) Essential Nutrients – carbohydrates, fiber, proteins, lipid, vitamins, minerals</i>)</p> <p>Have students research and construct a poster listing the six essential nutrients and examples of their sources.</p> <p><a href="#">Choose My Plate</a> <a href="#">FDA Transparency</a></p>	Art/Poster Rubric – Appendix A
Describe the role the Food and Drug Administration (FDA) plays in the safety of the products we use on a daily bases and how it relates to our health.	<p>Display the website given on a SmartBoard and discuss each of the products the FDA regulates and the importance of the FDA’s work on our health.</p>	Written quiz
<p>Demonstrate practices of making safe choices.</p> <p>Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill</i></p>	<p>Define and discuss positive and negative peer pressures.</p> <p>In groups have students role play positive and negative peer pressure situations involving: smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, pre-marital sex, abstinence, etc. Have them include the ways that pressure can affect health.</p>	Teacher observation

**Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>**

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain ways to improve community health and techniques for conserving natural resources.	Teacher will use the <a href="#">Recycling Begins with You</a> curriculum guide to teach students about recycling paper. Guide can be adapted for 8 <sup>th</sup> grade.  Organize a school-wide recycling program.	Teacher Observation
Identify services for people who abuse drugs.	Have students use the <a href="#">SAMHSA Substance Abuse Treatment Facilities Locator</a> to find services in the community for people who abuse drugs.  Invite substance abuse service worker to speak to students about the services offered in the community.	Teacher Observation
Explain ways students can help friends who may exhibit signs of suicide.	Discuss suicidal tendencies with students. Have students research suicide using the link provided below.  <a href="#">Warning Signs of Suicide</a>  Have students create a display board about suicidal tendencies and list ways to help that person.	Art/Poster Rubric – Appendix A

## Supplementary Lesson Plans

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These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

Activity Title	Competency	Strand	Activity Title	Competency	Strand
Don't Be Sick	H1	H-PH	Doctor, Doctor	H1	H-C
Body Spell	H1	H-C	Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H	Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH	Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D	Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N	Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH	Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C	Ups and Downs	H2	H-C
Headless Relay	H2	H-H	Straight Up Stretch	H2	H-H
Media Tag	H2	H-C	Reverse Quick Stretch	H2	H-H



<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circlefusion	H4	H-C
Actionology	H4	H-H		Blindfusion	H4	H-C
Yard Pets	H4	H-M		Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F		Waving Clouds	H4	H-CH
Twin Relay	H4	H-C		Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C		Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C				
All Tied Up	H5	H-PH		The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH		Time for a Seat Change	H5	H-C
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH

<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>		<i>Activity Title</i>	<i>Competency</i>	<i>Strand</i>
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

## Health Literacy – Using Books to Teach Health Concepts and Skills:

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In addition to books suggested within the teaching strategies, the books listed below can be used for teaching eight grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.

My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.

Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.

The Report Card by Andrew Clements – Aladdin Publishing

It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)

Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)  
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)  
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)  
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)  
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)  
How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)  
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company  
Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)  
Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)  
Mick Harte was Here by Barbara Park – Publisher - Yearling  
Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers  
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

## Other Unit Resources

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### Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.

# Student Competency Profile - Kindergarten

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Kindergarten		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile - First Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

First Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Second Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Second Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Third Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Third Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Fourth Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fourth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>



# Student Competency Profile – Fifth Grade

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Student's Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fifth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Sixth Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Sixth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Seventh Grade

---

**Student's Name:** \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Seventh Grade</b>		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

# Student Competency Profile – Eighth Grade

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Student's Name: \_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Eighth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) <sup>NHES 1</sup>
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) <sup>NHES 2</sup>
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) <sup>NHES 3</sup>
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) <sup>NHES 4</sup>
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) <sup>NHES 5</sup>
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) <sup>NHES 6</sup>
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) <sup>NHES 7</sup>
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) <sup>NHES 8</sup>

## Appendix A: Activities and Rubrics

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## ADVERTISEMENTS...

### How effective are they?

**Directions:** Students will read advertising slogans or symbols listed below that were gotten from television, radio and magazines commercials. Students will then, in pairs, try to identify the company responsible for creating the advertisement. (Example: Eat Fresh Subway)

*\* At the bottom, add some slogans of your own. See if your neighbor can guess them!*

1. Got Milk? \_\_\_\_\_
2. It's the Real Thing\_ \_\_\_\_\_
3. Just Do It! \_\_\_\_\_
4. Golden Arches \_\_\_\_\_
5. Click It or Ticket! \_\_\_\_\_
6. Finger Lickin' Good\_ \_\_\_\_\_
7. Think Outside the Bun \_\_\_\_\_
8. Best Pizza Under One Roof\_ \_\_\_\_\_
9. Doughboy \_\_\_\_\_
10. Eat More Chickin! \_\_\_\_\_
11. I'm Not Your Momma-Pick It Up! \_\_\_\_\_
12. Melts in Your Mouth, Not in Your Hand \_\_\_\_\_
13. Better Ingredients - Better Pizza \_\_\_\_\_
14. Fresh Goes Better with \_\_\_\_\_, Fresh and Full of Life.
15. Don't Let Life Get Stale - Keep it Fresh – Think \_\_\_\_\_

## **ADVERTISEMENT ANSWER KEY**

1. Dairy Association
2. Coca Cola Bottling Company
3. Nike
4. McDonald's
5. Mississippi Highway Patrol
6. KFC (Kentucky Fried Chicken)
7. Taco Bell
8. Pizza Hut
9. Pillsbury
10. Chick-Fil-A
11. Litter Free Mississippi (Tourism Commission)
12. Hershey Company (M&Ms)
13. Papa John's
14. Mentos
15. Krispy Kreme

## Art/Poster Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are 1 to 2 grammatical or mechanical mistakes on the poster.	There are 3 to 4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	



## Brochure/Bulletin Board/Visual Display Rubric

<u>Category</u>	<u>Possible Points</u>	<u>Points Earned</u>
<u>Title:</u> Eye-catching, states a purpose, and conveys a message	10	_____
<u>Appropriate Use of Space:</u> Layout and design is creative and easily read	10	_____
<u>Accuracy of Information:</u> Major points are clearly defined	20	_____
Correct use of grammar and spelling	10	_____
<u>Artistic Appeal:</u> Border applied	10	_____
Attractive color scheme	20	_____
Neatly presented artwork, drawings, cut-outs, and lettering neatly presented	20	_____
	100	_____

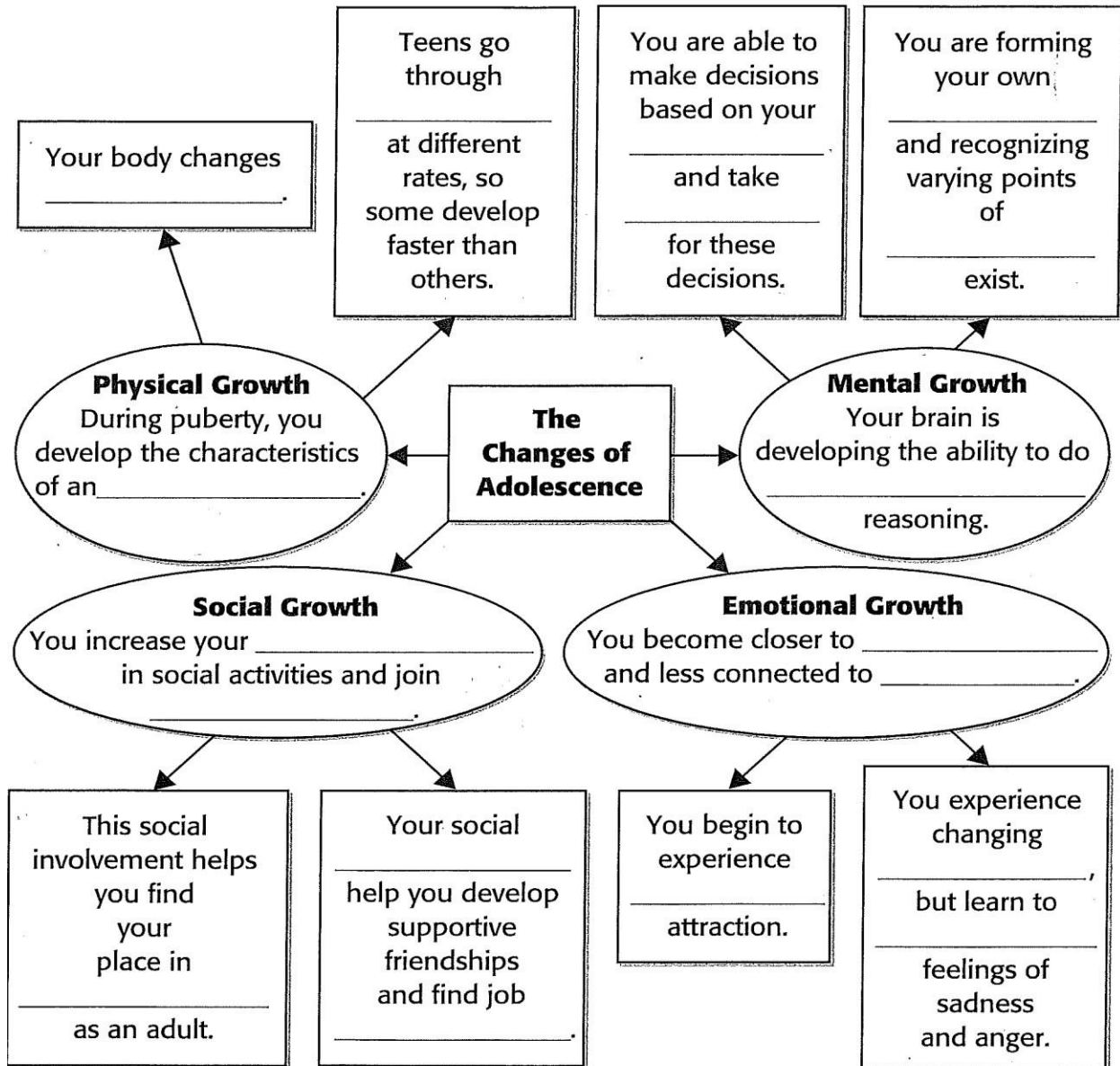
## Class Participation Rubric

	Highly Successful	Meeting Success	Experiencing Difficulty	Score
	3 points	2 points	1 point	
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listens	Occasionally listens	Never Listens	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	

## CONCEPT MAPPING ACTIVITY

# Concept Mapping Activity 12-1

Directions: Complete the concept map on the changes of adolescence, using terms and phrases from your textbook.



## Glitter Germs Activity

Glitter works well to represent how germs are spread from one person to the next because it sticks well to the [hands](#).

- Let each child rub in a small amount of lotion to make the glitter stick even better.
- Choose four or five volunteers from the class to be the germ spreaders.
- Sprinkle a generous amount of glitter on the hands of the selected students. Have them hold their hands over a trash can to catch the extra glitter. They should shake off the excess glitter in the trash. Use a different color of glitter for each child so the kids can see how many different types of germs they receive.
- The entire class mingles shaking hands with one another for a few minutes.
- The glitter germs will transfer to the other hands. Many of the kids will end up with several different colors of glitter.
- Discuss the similarities between how the glitter and germs spread.
- Give each child a paper towel to wipe away the glitter germs. The students will notice the germs don't wipe off well.
- Have some of the students use cold water without soap to wash off the germs.
- Ask a few other students to use warm water with soap to wash off the glitter.
- Discuss which method is most effective in removing the glitter germs.

Read more: [Hygiene Activities for Elementary Students | eHow.com](#)

[http://www.ehow.com/list\\_6297219\\_hygiene-activities-elementary-students.html#ixzz1xmOEBuU6](http://www.ehow.com/list_6297219_hygiene-activities-elementary-students.html#ixzz1xmOEBuU6)

## Group Participation Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	
<b>Group Discussions</b>	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
<b>On-task Behavior</b>	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
<b>Helping Others</b>	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
<b>Listening</b>	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	

## HAZARDOUS PRODUCTS CHECKLIST

	Number of Items	Stored Safely? (Yes/No)
<b>Paints and solvents</b>		
Furniture polish		
Spot remover		
Nail polish/remover		
Paint/Varnish		
Paint thinner/stripper		
Glue		
Total Number of Paints and Solvents		
<b>Household Cleaners</b>		
Drain cleaner		
Oven cleaner		
Floor cleaner		
Disinfectant		
Ammonia		
Scouring power		
Bleach		
Laundry detergent		
Total Number of Household Cleaners		
<b>Pesticides</b>		
Weed killers		
Insecticides		
Bug repellent		
Flea spray/collars		
Fertilizers		
Total Number of Pesticides		
<b>Automotive Products</b>		
Car wax		
Motor oil		
Gasoline		
Kerosene		
Antifreeze		
Total Number of Automotive Products		
<b>Other Products</b>		
Air fresheners		
Aerosol sprays		
Household batteries		
Button batteries		
Pool chemicals		
Other		
Total Other Products		
Total Number of Hazardous Products in Your Home		

## HAZARDOUS PRODUCTS SAFETY GUIDELINES

1. Keep products out of reach of children and animals. Store all hazardous products on high shelves or in locked cabinets, away from food items.
2. Make sure the lids and caps are tightly sealed and child-proofed.
3. Store corrosive, flammable and poisonous products on separate shelves. Be sure the containers are kept dry to prevent corrosion. Store these products where they are not likely to freeze.
4. Keep products in their original containers, with the information on the labels clearly legible. Never put a household hazardous product in a food or beverage container.
5. Keep products away from heat, sparks, flames, or sources of ignition. This is especially important with flammable products and aerosol cans.





Student Name \_\_\_\_\_



### How Affective was the Advertisement that I Viewed?

Evaluate the health product or service advertisement by answering the questions below.  
Score from 1-5 (a score of 5 for high and 1 for low)

Name of Product \_\_\_\_\_ Type of Advertisement \_\_\_\_\_

#### Overall rating of the advertisement....

\_\_\_ was of high quality (it was attractive and gave needed information)

\_\_\_ was timely (it made me want to buy the product)

\_\_\_ was relevant to my needs (it was a product that me or my family would use)

\_\_\_ helped me to learn about the product or service

\_\_\_ this product will help to improve my health

\_\_\_ the advertisement will assist me in making better decisions

\_\_\_ **TOTAL SCORE (30 points is maximum)**

1. What was the most useful part of this advertisement? Why?

\_\_\_\_\_

2. What was the least useful part of the advertisement? Why?

\_\_\_\_\_

3. What additional information do I need?

# How to Teach Kids How to Introduce Themselves to Others

## Instructions

1. Make eye contact and listen carefully as your child speaks to you. Children often mimic behaviors portrayed by surrounding adults. [Teach](#) children how to effectively communicate early on by setting a good example.
2. Demonstrate how to use open body language so that other children feel comfortable approaching your child. Teach children to make eye contact, smile and to keep their body turned to the person they are speaking to.
3. Bring your child to local functions, school events or public play areas. Encourage your child to introduce herself to other children in her age group. Speak with other parents to set up play groups.
4. Speak with your child about kindness, sharing and patience. Display how to properly share toys and kind words with friends. Remind your child that she needs patience when meeting new people.
5. Invite children over to your home and allow your child to bring home friends. Allowing new children the opportunity to spend time with your child will increase their chances of making new friends.
6. Bring your child with you when attending to errands or visits to homes of family or friends. Improve your child's social skills by encouraging her to make introductions with people in your community.
7. Sign up younger children for a playgroup or push older children to join a [sports](#) team or school club. Show your support by becoming a parent chaperone, attending games or by hosting an event.
8. Stress the importance of having a positive attitude when making new friends and dealing with problems that may arise in those friendships. Portray how to maintain open communication in any type of situation.
9. Give your child examples on how she could begin a conversation with another child. Explain to your child that asking questions, such as asking for a name or what grade the other child is in, could potentially start a friendship.
10. Remind your child to always be herself to gain respect and to be happy. Point out that others can usually tell when you are being dishonest or pretending to be something that you are not.

## Meeting New People

- FamilyEducation.com states that when children meet a new adult, they should stand up, make eye contact, and shake [hands](#), as is the polite tradition. They should try to make conversation by asking open-ended questions.
  - I'm \_\_\_\_\_, nice to meet you.
  - How are you today?
  - Have you had a good day?
  - I like your shirt.

## Matching Behaviors and Outcomes Activity

*Instructions: Cut the sections apart, mix them up and distribute to students who have been placed in groups. Have them match the behavior with a possible outcome of that behavior.*

<b>Taking medicine that belongs to my Mother</b>	<b>Become sick and have to go to the emergency room.</b>
<b>Riding in a car without a safety belt</b>	<b>Driver gets a ticket</b>
<b>Getting 8 hours of sleep</b>	<b>Energy for daily activities</b>
<b>Eating lots of unhealthy snacks</b>	<b>Stomach ache</b>
<b>Getting 60 minutes of exercise each day</b>	<b>Have a healthy body weight</b>
<b>Talking to a stranger in my neighborhood</b>	<b>Could be taken away from family</b>
<b>Sniffing strong fumes from unsafe products</b>	<b>Become light-headed and dizzy</b>
<b>Smoking a cigarette</b>	<b>Could become addicted to tobacco</b>
<b>Making healthy choices</b>	<b>Feel good about myself – Building a healthy lifestyle</b>
<b>Forget to brush and floss my teeth</b>	<b>Cavities will form</b>

## Mississippi School Immunization Laws

In order to enroll in any public or private kindergarten, elementary, or secondary school in Mississippi, a student must provide the school with a:

**Certificate of Immunization Compliance (Form 121) - MUST be signed by the District Health Officer, a physician, or a nurse.**

Or a

**Certificate of Medical Exemption (Form 122) - is not computer generated.** This form **MUST be signed by the District Health Officer** (refer to the Medical Exemption section for specific information.)

The list of immunizations required is specified by the State Health Officer and is promulgated at least annually as directed by state statute. All vaccines are to be given at the appropriate age and intervals according to ACIP recommendations. The required vaccines are listed below.

### MS School Entry Immunization Requirements 2012-2013<sup>a</sup>

Vaccine/antigen	No. of doses
Diphtheria, Tetanus, Pertussis (DTaP) <sup>b</sup>	5 <sup>c</sup>
Polio (IPV)	4 <sup>d</sup>
Hepatitis B	3
Measles, Mumps, Rubella (MMR)	2 <sup>e</sup>
Varicella (chickenpox)	2 <sup>f</sup>
Tdap	1 <sup>g</sup>

**a-** All children entering a Mississippi school (any grade) for the first time will be required to have the above listed immunizations. **This includes Pre-K 4 year olds – 12th grade.**

**b-** Children entering a Mississippi school after their 7th birthday, who do not meet the above DTaP requirements, will need at least 3 total doses of diphtheria/tetanus containing vaccine (Td). Tdap should be used as one of the three diphtheria/tetanus containing vaccines (preferably as the first of the 3 doses) for children age 10 years and older. Refer to the Advisory Committee on Immunizations Practices (ACIP) catch up schedule at <https://www.cdc.gov/>

**c-** If the 4th dose is received on or after the 4th birthday, a 5th dose is not required.

**d-** The final dose in the series should be administered at age >4 years of age, regardless of number of previous doses.

**e-** MMR vaccine may only be waived if there is a documented physician's diagnosis of previous infection with measles, mumps and rubella disease or a serological confirmation of immunity to measles, mumps and rubella.

**f-** Varicella vaccine will be waived for evidence of past infection, including past history of chickenpox or a serological confirmation of immunity to chickenpox.

**g- Beginning 2012-2013 school year all students entering, advancing to 7th grade, transferring into 7th grade will need proof of an adolescent whooping cough (pertussis) booster, Tdap immunization, before entry into school in the fall. Tdap vaccine given on or after the 7<sup>th</sup> birthday meets the new school requirement.**

## MY PLATE CHECKLIST

### Eating Healthier Foods and Making Healthier Choices

TIP #	MESSAGE	COMPLETED
	<b>Balance activity with exercise</b>	
	<b>Stop eating when your stomach is full</b>	
	<b>Watch portion sizes</b>	
	<b>Foods you should eat every</b>	
	<b>Goodness of fruits and vegetables</b>	
	<b>Low fat dairy foods</b>	
	<b>Healthy whole grains that are high in fiber</b>	
	<b>Make healthy choices when eating out</b>	
	<b>Lower sodium food choices</b>	
	<b>Water is a healthy choice for drinking</b>	

## **911 Scenarios**

Instructions: Choose one emergency, then practice what you could say if you were calling 911.

**You're watching TV at home when you notice flames coming out a window of your neighbor's house.**

**You call 911.**

**You're playing ball in your yard with your babysitter when all of a sudden she falls to the ground. She's having trouble breathing.**

**You call 911.**

**You're playing at your friend's house when you hear a loud crash. A car has hit a tree, and the driver is hurt.**

**You call 911.**

**You call 911.**

This is the 911 operator. What is your emergency?

What's your name?

Where are you? What's your address?

Can you tell me what happened?

Is anyone hurt?

Is anyone else with you?

Are you safe where you are?

**OK, stay on the phone. Help is on the way!**

# Personal Health Goal Chart

Name \_\_\_\_\_ Teacher \_\_\_\_\_

GOALS	WAYS TO ACHIEVE GOALS	GOAL HAS BEEN MET

**Personal Health Habit Inventory**

<b>Name the Habit</b>	<b>Explain why it is a good habit</b>	<b>Explain why it is a bad habit</b>



## Presentation Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

## Public Service Announcement Rubric

	<b>Exemplary 4 points</b>	<b>Accomplished 3 points</b>	<b>Developing 2 points</b>	<b>Beginning 1 point</b>	<b>Score</b>
<b>Delivery</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.	
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
<b>Time length</b>	30-45 seconds long; pre-produced	30 seconds; performed in class	20-29 seconds; performed in class	15-19 seconds; performed in class	
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	



## **Respect Box Activity**

### **Directions:**

Teacher will provide students with paper strips. As the student observes another student communicating care, consideration, or respect for others, they will write the student's name and their act of care, consideration or respect on the paper strip.

Students will place the strip in the Respect Box.

The teacher will read the strips out loud to the class at different times during the day.

## Respect Cards

**Directions:** Teacher will distribute a copy of “Respect Cards” to each student. Students will make two columns on notebook paper titled “Respectful” and “Disrespectful.”

Students will then cut and glue cards on notebook paper under appropriate title.

1. I say ‘thank you’ when someone does something nice for me.	9. I exercise four to five times a week to keep my body healthy.
2. I call people names that I don’t like.	10. I draw on my desk at school.
3. If someone makes a mistake, I laugh at them	11. I help a classmate when they spill their pencil box.
4. I do my homework without being told.	12. I raise my hand to speak.
5. I eat healthy snacks.	13. I mimic an adult when they are not looking.
6. I interrupt my mom while she is on the phone.	14. I ask before using someone’s supplies.
7. I always put on my seatbelt in the car.	15. I run back to my room and slam my door when I am corrected.
8. I look someone in the eyes when they are talking to me.	16. I cough without covering my mouth.

## Role-play or Skit Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Total
<b>Accuracy</b>	All information accurate	Almost all information accurate	Most information accurate	Very little information accurate	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his/her character "saw" things differently than other characters	Can clearly explain one way in which his/her character "saw" things differently than other characters	Cannot explain any way in which his/her character "saw" things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	

## Scenario Rubric

	<b>Excellent</b>	<b>Accomplished</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Score</b>
	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	
<b>Comprehension</b>	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
<b>Strategizing</b>	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
<b>Innovation</b>	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
<b>Communications</b>	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	

## Scenarios – Conflict Resolution and Refusal Skills

#1 – Someone takes your seat at the lunch table.

#2 – Someone pushes ahead of you in line.

#3 – Your best friend wants you to let her cheat off your test paper.

#4 – A boy in math class called you something that was not nice.

#5 – You see your friend take an item out of another student's backpack.

#6 – Your best friend wants you to tell a lie so that he can get out of trouble.

## Scenarios for Negative/Positive Communication Skills

### **Scenario 1:**

You and William have gone to the ball game. You cheer for one team and William cheers for the other. William's team wins by a landslide. You get mad and walk off rapidly. William catches up with you and asks what is wrong.

You reply in a loud voice that his team cheated. William laughs and offers his hand in friendship. What should you do?

### **Scenario 2:**

Your Mom is on the phone and you need her to get something for you, now. What should you do to get her attention?

### **Scenario 3:**

Someone in your class makes a mistake reading. You laugh at them. They excuse themselves from the room.

How could you have handled the situation better and what should you do now?

### **Scenario 4:**

You ran your bike into the neighbors fence. The neighbor calls your Dad and your Dad proceeds to tell you what you did wrong. You run back to your room and slam the door.

What could you have done differently in this situation?

### **Scenario 5:**

There is a new girl at school. She is very pretty and all the boys like her. You don't like her because she is getting all the attention, so you put a nasty note on her desk. She is devastated and cries.

What should do to correct this situation?



## Scenarios for Peer Pressure

### Scenario 1:

**You and two friends are in a department store. The following takes place:**

"Now!" whispered Jan. "Quick, while the clerk's not looking."

Heart pounding, Amy leaned against the store's unattended makeup display and slid two tubes of lipstick into her purse. She looked bored and detached as she followed her friends Jan and Brenda out of the store, but inside she felt panicked.

"I can't believe you made me do that," Amy wailed.

"Relax," said Brenda. "Everybody does it sometimes. And we didn't make you do it."

She said nothing, but Amy knew she wouldn't have done that on her own. She'd just had a big dose of peer pressure.

### Scenario 2:

**You are at a party with several of your friends. The following takes place:**

"Oh, come on, John, it's just one beer, and everyone else is having one." "One beer is not going to hurt anything."

Kevin replies, "But I don't want a beer."

Jimmy says, "Don't be a baby, it must be OK. Everyone else is doing it. They must know what they're doing."

### Scenario 3:

**You have a first date with Patrick and are going to the movie with another couple. The following takes place:**

"Hey, let's skip the movie and go the Devil's Point," said Patrick. "What's at Devil's Point?" replies Denise.

"Nothing but the night sky," say Wayne.

"I don't think so, I told my parents we were going to the movies," say Wanda. "Oh come on, Wanda, no one will know. We will have a good time," shouts Patrick.

Denise says, "Yeah, Wanda, are you chicken? Everyone goes to Devil's Point, it is the happening place."

## STORIES TO BE USE WITH THE RIGHT THING TO DO

1. Keesha had a cold. Her nose was stuffy. Keesha thought she needed some medicine, but no one else was home. Keesha decided to find some medicine by herself and take it. Did Keesha do the right thing?
2. Jamie's bedtime is 8 p.m. One night he stayed up until 9:30 because he was watching TV. The next day he had to get up and go to school. When Jamie woke up, he felt so tired. Did Jamie do the right thing when he stayed up late?
3. Yvonne likes the taste of her chewable vitamin tablet. Her mother gives her one every day. One day Yvonne got the bottle and decided to eat three vitamins for a snack. Was this a good thing for Yvonne to do?
- 4 Ferris and his friend Peter were playing at Peter's apartment. Peter's babysitter said they could have some cookies for a snack. Peter wanted to eat all the cookies in the bag. Ferris thought that too many cookies could make him sick. He ate only two cookies. Did Ferris do the right thing?
5. Rolanda was on the playground at school. Her friend Carmen showed her a little pink pill. Carmen said it came from her house. She wanted Rolanda to swallow it. Rolanda said that she would take the pill. Did Rolanda do the right thing?
6. Billy's dad told him to brush his teeth. Billy was in a hurry to go outside. He got his toothbrush wet and put it back in the rack. He did not brush his teeth. Did he do the right thing?
7. Percy noticed his fingernails were getting long and had dirt under them. He asked his dad to help him scrub his nails and trim them. Did Percy do the right thing?
8. Pepe felt sick when he woke up. His throat was sore and his ears hurt. Pepe wanted to play outside so he did not tell anyone that he felt sick. Did Pepe do the right thing?
9. Marie was on a swing at the playground. A big boy walked over to her. He wanted to give her some candy. Marie did not know this boy. She said no and did not take the candy. Did she do the right thing?
10. Vanessa was walking home from school and saw a medicine bottle on the sidewalk. Instead of picking it up, she ran home and told her mother. Did Vanessa do the right thing?
11. Rene noticed a bottle of wine on the kitchen counter. A little bit of wine was in the bottle. She took a sip of wine to see what it tasted like. Did Rene do the right thing?
12. Raymond found his grandpa's pouch of chewing tobacco. He knew it could make him sick. Raymond left the chewing tobacco where he found it. Did Raymond do the right thing?



### **Strange and Funny but True Health Facts\***

1. Girls have a better sense of smell than boys.
2. The human brain has the capacity to store everything that we can experience.
3. When you take a step, you are using up to 200 muscles.
4. Our eyes are always the same size from birth, but our nose and ears never stop growing.
5. Our ears secrete more earwax when we are afraid than when we are not afraid.
6. 50% of pizzas made in America are pepperoni.
7. A person can overdose on caffeine.
8. Blueberry juice boosts memory.
9. It takes food seven seconds to get from your mouth to your stomach.

\*Teachers are encouraged to add other funny but true health facts to this list.



## Teacher's Classroom Checklist

Name \_\_\_\_\_  
School \_\_\_\_\_ Room \_\_\_\_\_  
or Area \_\_\_\_\_ Date Completed \_\_\_\_\_  
Signature \_\_\_\_\_

**Assess the status of the following and answer either Y for yes; N for no; or N/A for does not apply by each entry. Use this checklist to identify areas of indoor air quality concerns.**

### 1. General Cleanliness:

- \_\_\_\_\_ Room is dusted and vacuumed regularly
- \_\_\_\_\_ Room free of clutter
- \_\_\_\_\_ Trash is removed daily
- \_\_\_\_\_ Food is not stored in classroom overnight
- \_\_\_\_\_ If animal food is present, it is stored in tightly sealed container
- \_\_\_\_\_ Room is free of pests and vermin
- \_\_\_\_\_ Used, unscented, school approved cleaners and air fresheners, if any in room

### 2. Animals in Classroom:

- \_\_\_\_\_ There is a minimized exposure to animal allergens
- \_\_\_\_\_ Animals are kept in cages (as much as possible)
- \_\_\_\_\_ Animal cages are cleaned regularly
- \_\_\_\_\_ Animal cages are placed away from supply and return vents
- \_\_\_\_\_ Have consulted with school nurse about student allergies or sensitivities
- \_\_\_\_\_ Have identified potential allergies of students
- \_\_\_\_\_ Moved sensitive students away from animals and habitats

### 3. Drain Traps in the Classroom:

- \_\_\_\_\_ Water is poured down floor drains once per week (approximately 1 quart of water)
- \_\_\_\_\_ Water is run in sinks at least once per week (about 2 cups of water)
- \_\_\_\_\_ Unused toilets are flushed once each week

### 4. Excess Moisture in Classrooms:

- \_\_\_\_\_ Condensate is wiped from windows, windowsills, and window frames
- \_\_\_\_\_ Cold water pipes are free of condensate
- \_\_\_\_\_ Indoor surfaces of exterior walls are free of condensate
- \_\_\_\_\_ Areas around or under classroom sinks are free of leaks
- \_\_\_\_\_ Classroom lavatories are free of leaks
- \_\_\_\_\_ Ceiling tiles and walls are free of leaks
- \_\_\_\_\_ Spills are cleaned up promptly

**4. Thermal Comfort:**

- Moderate temperature is achieved (should generally be 72 – 76 degrees)
- There are no signs of draftiness
- Students are not seated in direct sunlight
- Indoor humidity is maintained at acceptable levels (between 30 and 60 percent)

**5. Ventilation:**

- The unit ventilator has been located
- The air supply and return vents have been located
- Air is flowing from supply vent
- Air pathway is not obstructed
- No vehicle exhaust, kitchen/food, and chemical odors are in the classroom
- There are no signs of mold or mildew
- Windows operate correctly

**6. Educational Supplies (Art and Science):**

- Supplies are properly labeled
- Materials Safety Data Sheets are accessible
- Spill and clean-up procedures are developed and implemented
- Supplies are stored correctly
- Procedures for disposal of used substances are understood and followed
- Diluted substances rather than concentrates are used whenever possible
- There is a minimized exposure to hazardous materials

## Background Information for Teacher's Classroom Checklist



### General Cleanliness:

Regular and thorough classroom cleaning helps to ensure good indoor air quality (IAQ). While custodians typically clean the classrooms, teachers also play an important role in promoting and maintaining classroom cleanliness. The presence of dirt, moisture, and warmth stimulates the growth of molds and other biological contaminants. Unsanitary conditions attract insects and vermin, leading to possible IAQ problems from animal or insect allergens. Excessive or improper use of pesticides for secondary control of insects, vermin, and head lice can also cause IAQ problems.

### Animals in the Classroom:

Some people are allergic to common indoor pollutants, such as pet dander. Isolated or repeated single exposure to allergens may cause a previously non-allergic or non-sensitive person to become allergic to that allergen. Pay attention to the needs of sensitive students, especially those with asthma.

### Drain Traps:

Drain traps, if present, can become a problem when the water in the drain trap of a pipe evaporates due to infrequent use, allowing sewer gases to enter the room.

### Excess Moisture:

Excess moisture contributes to mold growth. Mold can trigger allergic reactions and asthma in sensitive individuals. Mold can also cause odors and other IAQ problems. Note any signs of present or excess moisture and follow these guidelines:

- Monitor for condensate (condensed water or fog on cold surfaces)
- Check for leaks or signs of moisture from plumbing or roofs
- Clean spills promptly

### Thermal Comfort:

Temperature and relative humidity are aspects of IAQ that can affect comfort. Changing thermostat settings or opening windows to control temporary fluctuations in temperature can not only worsen comfort problems but also have an adverse effect on other areas of the school. A practical goal for climate comfort is that 80 % of the occupants are comfortable.

## **Ventilation:**

Ventilation is the process by which air is circulated throughout the school and your classroom. Stale indoor air is exhausted to the outside, and fresh, (outdoor) air is drawn into the building. Schools may either have mechanical ventilation (supplied by fans) or natural ventilation (i.e., operable windows). Improperly-operated or poorly-maintained ventilation systems can cause serious IAQ problems. In addition, the ventilation system can carry air pollutants from one location in the school to another.

If you have mechanical ventilation, confirm that air is flowing into the room from the air supply vent(s). Check airflow by holding a piece of tissue paper near the air supply vent(s); if air is flowing, the tissue will flutter away from the supply vent. Never obstruct the airflow with books, papers, furniture, or other obstacles. Never place anything on top of unit ventilators.

If you have mechanical ventilation, confirm that air is flowing from the room into the air return grille(s). Check for airflow at air return grille(s) in the same manner as above. If air is flowing, the tissue will be pulled toward the return.

Check for unexplained odors. Odors, or the need to use scented air fresheners, may indicate ventilation problem. Remember that the ventilation system can carry air contaminants from another location in the school to your classroom.

In addition, maintenance vehicles or buses should never idle near the outside air intake vents. If your school or state has anti-idling policies in place, locate and review these.

## **Educational Supplies:**

Ensure that you are familiar with all your supplies. Read labels and identify precautions regarding fumes or ventilation. Follow good safety, handling and storage practices. Develop appropriate procedures and have cleaning supplies available in case of spills.

## **Art Supplies:**

Art supplies may emit contaminants during use and storage. By federal law, potentially toxic supplies must have appropriate warning labeling. The Labeling of Hazardous Art Materials Act (Public Law 100-695) requires that all art materials be reviewed to determine their potential for causing a chronic hazard and be labeled accordingly. The U.S. Consumer Product Safety Commission recommends that parents and others buying art materials, school supplies, and toys (such as crayons or paint sets) purchase only those products that are labeled "Conforms to ASTM D-4236."

In classrooms, teachers should ensure that safety precautions are followed. Examples of art supplies that can contribute to IAQ problems include solvents, inks, adhesives, glues, wax varnishes, lacquers, powered pigments, acids, clays, paints, and firing kilns. Check whether your supplies are listed as toxic or nontoxic. Read labels and identify precautions regarding fumes or ventilation. If you make purchasing decisions or recommend products for purchase, confirm that supplies are safe to use.

# Vaccine Administration Record for Children and Teens

Patient name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Chart number: \_\_\_\_\_

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine <sup>1</sup>	Date given (mo/day/yr)	Funding Source (F,S,P) <sup>2</sup>	Site <sup>3</sup>	Vaccine		Vaccine Information Statement (VIS)		Vaccinator <sup>5</sup> (signature or initials & title)
					Lot #	Mfr.	Date on VIS <sup>4</sup>	Date given <sup>4</sup>	
<b>Hepatitis B<sup>6</sup></b> (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM. <sup>7</sup>									
<b>Diphtheria, Tetanus, Pertussis<sup>6</sup></b> (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM. <sup>7</sup>									
<b>Haemophilus influenzae type b<sup>6</sup></b> (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM. <sup>7</sup>									
<b>Polio<sup>6</sup></b> (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM. <sup>7</sup> Give all others IM. <sup>7</sup>									
<b>Pneumococcal</b> (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM. <sup>7</sup> Give PPSV SC or IM. <sup>7</sup>									
<b>Rotavirus (RV1, RV5)</b> Give orally (po).									

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

### How to Complete This Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

Abbreviation	Trade Name & Manufacturer
DTaP	Daptacel (sanofi); Infanrix (GlaxoSmithKline [GSK]); Tripedia (sanofi pasteur)
DT (pediatric)	Generic (sanofi pasteur)
DTaP-HepB-IPV	Pediarix (GSK)
DTaP/Hib	TriHibit (sanofi pasteur)
DTaP-IPV/Hib	Pentacel (sanofi pasteur)
DTaP-IPV	Kinrix (GSK)
HepB	Engerix-B (GSK); Recombivax HB (Merck)
HepA-HepB	Twinrix (GSK); can be given to teens age 18 and older
Hib	ActHIB (sanofi pasteur); Hiberix (GSK); PedvaxHIB (Merck)
Hib-HepB	Comvax (Merck)
IPV	Ipol (sanofi pasteur)
PCV13	Prevnar 13 (Pfizer)
PPSV23	Pneumovax 23 (Merck)
RV1	Rotarix (GSK)
RV5	RotaTeq (Merck)
Tdap	Adacel (sanofi pasteur); Boostrix (GSK)
Td	Decovac (sanofi pasteur), Generic (MA Biological Labs)

Technical content reviewed by the Centers for Disease Control and Prevention, March 2011.

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# Vaccine Administration Record for Children and Teens

Patient name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Chart number: \_\_\_\_\_

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine <sup>1</sup>	Date given (mo/day/yr)	Funding Source (F,S,P) <sup>2</sup>	Site <sup>3</sup>	Vaccine		Vaccine Information Statement (VIS)		Vaccinator <sup>5</sup> (signature or initials & title)
					Lot #	Mfr.	Date on VIS <sup>4</sup>	Date given <sup>4</sup>	
<b>Measles, Mumps, Rubella<sup>6</sup></b> (e.g., MMR, MMRV) Give SC. <sup>7</sup>									
<b>Varicella<sup>6</sup></b> (e.g., VAR, MMRV) Give SC. <sup>7</sup>									
<b>Hepatitis A (HepA)</b> Give IM. <sup>7</sup>									
<b>Meningococcal</b> (e.g., MCV4; MPSV4) Give MCV4 IM <sup>7</sup> and MPSV4 SC. <sup>7</sup>									
<b>Human papillomavirus</b> (e.g., HPV2, HPV4) Give IM. <sup>7</sup>									
<b>Influenza</b> (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM. <sup>7</sup> Give LAIV IN. <sup>7</sup>									
<b>Other</b>									

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

### How to Complete this Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

Abbreviation	Trade Name & Manufacturer
MMR	MMRII (Merck)
VAR	Varivax (Merck)
MMRV	ProQuad (Merck)
HepA	Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck)
HepA-HepB	Twinnix (GSK)
HPV2	Cervarix (GSK)
HPV4	Gardasil (Merck)
LAIV (Live attenuated influenza vaccine)	FluMist (Medimmune)
TIV (Trivalent inactivated influenza vaccine)	Afluria (CSL Biotherapies); AgriFlu (Novartis); Fluzix (GSK); FluLaval (GSK); Fluvirin (Novartis); Fluzone (sanofi)
MCV4	Menactra (sanofi pasteur); Menveo (Novartis)
MPSV4	Menomune (sanofi pasteur)

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# Vaccine Administration Record for Children and Teens

(Page 1 of 2)

Patient name: Emily Jacobs  
 Birthdate: 6/2/2005  
 Chart number: \_\_\_\_\_

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine <sup>1</sup>	Date given (mo/day/yr)	Funding Source (F,S,P) <sup>2</sup>	Site <sup>3</sup>	Vaccine		Vaccine Information Statement (VIS)		Vaccinator <sup>5</sup> (signature or initials & title)
					Lot #	Mfr.	Date on VIS <sup>4</sup>	Date given <sup>4</sup>	
Hepatitis B <sup>6</sup> (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM. <sup>7</sup>	HepB	6/2/2005	F	RT	0651M	MRK	7/11/01	6/2/05	JTA
	Pediarix	8/2/2005	F	RT	635A1	GSK	7/11/01	8/2/05	DCP
	Pediarix	10/2/2005	F	RT	712A2	GSK	7/11/01	10/2/05	DCP
	Pediarix	12/2/2005	F	RT	712A2	GSK	7/11/01	12/2/05	DLW
	Pediarix	8/2/2005	F	RT	635A2	GSK	7/30/01	8/2/05	DCP
	Pediarix	10/2/2005	F	RT	712A2	GSK	7/30/01	10/2/05	DCP
	Pediarix	12/2/2005	F	RT	712A2	GSK	7/30/01	12/2/05	DLW
Diphtheria, Tetanus, Pertussis <sup>6</sup> (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM. <sup>7</sup>	DTaP-Hib	9/2/2006	F	RA	P0897AA	SPI	7/30/01	9/2/06	RLV
	DTaP	8/2/2010	F	RA	326-912	SPI	5/17/07	8/2/10	JTA
	DTaP-Hib (TriHibit): 2 lot #s, 2 different VISs								
	Pediarix: 3 different VIS dates								
Haemophilus influenzae type b <sup>6</sup> (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM. <sup>7</sup>	Hib	8/2/2005	F	LT	UA744AA	SPI	12/16/98	8/2/05	DCP
	Hib	10/2/2005	F	LT	UA744AA	SPI	12/16/98	10/2/05	DCP
	Hib	12/2/2005	F	LT	UA744AA	SPI	12/16/98	12/2/05	DLW
	DTaP-Hib	9/2/2006	F	RA	7172AA	SPI	12/16/98	9/2/06	RLV
Polio <sup>6</sup> (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM. <sup>7</sup> Give all others IM. <sup>7</sup>	Pediarix	8/2/2005	F	RT	635A2	GSK	1/1/00	8/2/05	DCP
	Pediarix	10/2/2005	F	RT	712A2	GSK	1/1/00	10/2/05	DCP
	Pediarix	12/2/2005	F	RT	712A2	GSK	1/1/00	12/2/05	DLW
	IPV	8/2/2010	F	RA	U4569-8	SPI	1/1/00	8/2/10	DCP
Pneumococcal (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM. <sup>7</sup> Give PPSV SC or IM. <sup>7</sup>	PCV7	8/2/2005	F	LT	489-835	WYE	9/30/02	8/2/05	DCP
	PCV7	10/2/2005	F	RT	489-835	WYE	9/30/02	10/2/05	DCP
	PCV7	12/2/2005	F	LT	489-835	WYE	9/30/02	12/2/05	DLW
	PCV7	9/2/2006	F	LA	501-245	WYE	9/30/02	9/2/06	RLV
	PCV13	8/2/2010	F	LA	E44433	PFI	12/9/08	8/2/10	DCP
Rotavirus (RV1, RV5) Give orally (po).									

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

## How to Complete This Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

Abbreviation	Trade Name & Manufacturer
DTaP	Daptacel (sanofi), Infanrix (GlaxoSmithKline (GSK)), TriHibit (sanofi pasteur)
DT (pediatric)	Generic (sanofi pasteur)
DTaP-HepB-IPV	Pediarix (GSK)
DTaP/Hib	TriHibit (sanofi pasteur)
DTaP-IPV/Hib	Pentacel (sanofi pasteur)
DTaP-IPV	Kinrix (GSK)
HepB	Engerix-B (GSK), Recombivax HB (Merck)
HepA-HepB	Twinnix (GSK); can be given to teens age 18 and older
Hib	ActHib (sanofi pasteur); Hibrix (GSK); Pedivax-Hib (Merck)
Hib-HepB	Comvax (Merck)
IPV	Ipol (sanofi pasteur)
PCV13	Prevnar 13 (Pfizer)
PPSV23	Pneumovax 23 (Merck)
RV1	Rotarix (GSK)
RV5	RotaTeq (Merck)
Tdap	Adacel (sanofi pasteur); Boostrix (GSK)
Td	Decavac (sanofi pasteur), Generic (MA Biological Labs)

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# Vaccine Administration Record for Children and Teens

Patient name: Emily JacobsBirthdate: 6/2/2005

Chart number: \_\_\_\_\_

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine <sup>1</sup>	Date given (mo/day/yr)	Funding Source (F,S,P) <sup>2</sup>	Site <sup>3</sup>	Vaccine		Vaccine Information Statement (VIS)		Vaccinator <sup>4</sup> (signature or initials & title)
					Lot #	Mfr.	Date on VIS <sup>4</sup>	Date given <sup>4</sup>	
Measles, Mumps, Rubella <sup>6</sup> (e.g., MMR, MMRV) Give SC. <sup>7</sup>	MMRV	6/2/2006	P	RA	0857M	MRK	1/15/03	6/2/06	DLW
	MMRV	8/2/2010	P	LA	0522F	MRK	5/21/10	8/2/10	DCP
Varicella <sup>6</sup> (e.g., VAR, MMRV) Give SC. <sup>7</sup>	MMRV	6/2/2006	P	RA	0857M	MRK	12/16/98	6/2/06	DLW
	MMRV	8/2/2010	P	LA	0522F	MRK	5/21/10	8/2/10	DCP
Hepatitis A (HepA) Give IM. <sup>7</sup>	HepA	6/2/2006	P	LA	0524L	MRK	8/4/04	6/2/06	DLW
	HepA	12/2/2006	P	LA	0634K	MRK	3/21/06	8/2/06	MAT
Meningococcal (e.g., MCV4; MPSV4) Give MCV4 IM <sup>7</sup> and MPSV4 SC. <sup>7</sup>									
Human papillomavirus (e.g., HPV2, HPV4) Give IM. <sup>7</sup>									
Influenza (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM. <sup>7</sup> Give LAIV IN. <sup>7</sup>	TIV	12/5/2005	F	RT	U097543	SPI	7/18/05	12/5/05	JTA
	TIV	1/5/2006	F	RT	U097543	SPI	7/18/05	1/5/06	DCP
	TIV	10/16/2006	F	LA	U106459	SPI	6/30/06	10/16/06	MAT
	LAIV	11/15/2007	S	IN	500337P	MED	7/16/07	11/15/07	ABB
	TIV	10/12/2008	S	RA	U2169MA	SPI	7/24/08	10/12/08	CAS
	TIV	10/2/2009	F	LA	71211	NOV	8/11/09	10/2/09	MAT
	TIV-H1N1	11/15/2009	F	RA	UP016AA	SPI	10/2/09	11/15/09	CEL
	LAIV-H1N1	12/29/2009	F	IN	500756P	MED	10/2/09	12/29/09	ZAZ
Other									

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

## How to Complete this Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

Abbreviation	Trade Name & Manufacturer
MMR	MMRII (Merck)
VAR	Varivax (Merck)
MMRV	ProQuad (Merck)
HepA	Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck)
HepA-HepB	Twinrix (GSK)
HPV2	Cervarix (GSK)
HPV4	Gardasil (Merck)
LAIV (Live attenuated influenza vaccine)	FluMist (Medimmune)
TIV (Trivalent inactivated influenza vaccine)	Afluria (CSL Biotherapies), Agridu (Novartis), Fluorix (GSK), FluLaval (GSK), Fluvirin (Novartis), Fluzone (sanofi)
MCV4	Menactra (sanofi pasteur), Menveo (Novartis)
MPSV4	Menomune (sanofi pasteur)



## Weekly Physical Activity Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Date</b>							
<b>Time</b>							
<b>Activity</b>							
<b>Time Spent on Activity</b>							
<b>How Activity Made You Feel</b>							

## Written Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	Topic remains apparent throughout written assignment	Topic is apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

## Written Report Checklist

- \_\_\_\_/16 Preparation
- \_\_\_\_/28 Organization
- \_\_\_\_/24 Thoroughness
- \_\_\_\_/19 Extra Materials
- \_\_\_\_/13 Final Report

### Preparation:

1. \_\_\_\_/2 Information written (neatly)
2. \_\_\_\_/2 Sources used listed
3. \_\_\_\_/5 Worked every day (did not waste time)
4. \_\_\_\_/5 Has all materials ready for use
5. \_\_\_\_/2 Cooperative

### Organization

1. \_\_\_\_/2 Report in a logical order
2. \_\_\_\_/2 Interesting manner
3. \_\_\_\_/20 Notebook check
4. \_\_\_\_/2 Understanding of topic
5. \_\_\_\_/2 Spelling and sentence structure (do not copy from books)

### Thoroughness

1. \_\_\_\_/5 Main points given
2. \_\_\_\_/5 Details to explain given
3. \_\_\_\_/5 Information presented clearly
4. \_\_\_\_/4 More than one source used
5. \_\_\_\_/5 Extra materials are appropriate

### Extra Materials

1. \_\_\_\_/2 Neatness
2. \_\_\_\_/7 Creativity
3. \_\_\_\_/2 Dramatic value
4. \_\_\_\_/3 Useful
5. \_\_\_\_/5 Correctness

### Final Report

1. \_\_\_\_/3 Written clearly
2. \_\_\_\_/2 Organized
3. \_\_\_\_/2 Sources documented correctly
4. \_\_\_\_/2 Spelling
5. \_\_\_\_/2 Grammar
6. \_\_\_\_/2 Neatness

## Appendix B: Industry Standards

	Personal & Consumer Health	Mental Health	Social & Family Health	Human Growth & Development	Disease Prevention & Control	Nutrition & Fitness	Substance Abuse Prevention	Community & Environment Health	Safety & First Aid
NHES1	X	X	X	X	X	X	X	X	X
NHES2	X	X	X	X	X	X	X	X	X
NHES3	X	X	X	X	X	X	X	X	X
NHES4	X	X	X	X	X	X	X	X	X
NHES5	X	X	X	X	X	X	X	X	X
NHES6	X	X	X	X	X	X	X	X	X
NHES7	X	X	X	X	X	X	X	X	X
NHES8	X	X	X	X	X	X	X	X	X

### **NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

### **NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

### **NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

**NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

**NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.



## Appendix C: Common Core Standards

Common Core Crosswalk for Contemporary Health (6-8)										
	Grades	Sixth	Seventh	Eighth		Grades	Sixth	Seventh	Eighth	
Common Core Standards						Common Core Standards				
CCR1						CCW7		x	x	x
CCR2						CCW8		x	x	x
CCR3						CCW9				
CCR4						CCW10		x	x	x
CCR5						CCSL1		x	x	x
CCR6						CCSL2		x	x	x
CCR7		x	x	x		CCSL3		x	x	x
CCR8			x	x		CCSL4		x	x	x
CCR9						CCSL5			x	x
CCR10						CCSL6				
CCW1						CCL1				
CCW2						CCL2		x	x	x
CCW3						CCL3				
CCW4						CCL4		x	x	x
CCW5						CCL5				
CCW6		x	x	x		CCL6		x	x	x

### English Language Arts (6-12)

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently.  
Mathematics (High School)

## **College and Career Readiness Anchor Standards for *Writing***

### Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **College and Career Readiness Anchor Standards for *Speaking and Listening***

#### Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **College and Career Readiness Anchor Standards for *Language***

#### Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Appendix D: Mississippi House Bill 999

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MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Education

By: Representatives Clarke, Mayo, Hines, Broomfield, Brown, Burnett, Calhoun, Clark, Coleman (29th), Coleman (65th), Dedeaux, Evans (70th), Flaggs, Fredericks, Gardner, Gibbs, Harrison, Lane, Smith (27th), Straughter, Thomas, Scott

## House Bill 999

*(As Sent to Governor)*

AN ACT TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM BY JUNE 30, 2012, OR TO REQUIRE THE LOCAL SCHOOL BOARD TO ADOPT THE PROGRAM DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH; TO REQUIRE THE STATE DEPARTMENT TO APPROVE EACH DISTRICT'S CURRICULUM FOR SEX-RELATED EDUCATION AND ESTABLISH A PROTOCOL TO BE USED BY DISTRICTS TO PROVIDE CONTINUITY IN TEACHING THE APPROVED CURRICULUM; TO PROVIDE THAT INSTRUCTION IN SCHOOL DISTRICTS IMPLEMENTING ABSTINENCE-PLUS EDUCATION INTO THE CURRICULUM MAY BE EXPANDED BEYOND THE INSTRUCTION FOR ABSTINENCE-ONLY EDUCATION WITHIN PARAMETERS APPROVED BY THE DEPARTMENT; TO DEFINE ABSTINENCE-PLUS EDUCATION; TO REMOVE THE AUTHORITY GIVEN TO LOCAL SCHOOL BOARDS TO VOTE IN FAVOR OF TEACHING SEX EDUCATION WITHOUT ANY INSTRUCTION ON ABSTINENCE; TO PROHIBIT ANY TEACHING THAT ABORTION CAN BE USED TO PREVENT THE BIRTH OF A BABY; TO REQUIRE BOYS AND GIRLS TO BE SEPARATED INTO DIFFERENT CLASSES BY GENDER AT ALL TIMES WHEN SEX-RELATED EDUCATION IS DISCUSSED OR TAUGHT; TO REQUIRE THE DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH TO DEVELOP CERTAIN PROGRAMS AND STRATEGIES PROMOTING PREGNANCY PREVENTION AND PROVIDING INFORMATION ON THE CONSEQUENCES OF UNPROTECTED, UNINFORMED AND UNDERAGE SEXUAL ACTIVITY; TO PROVIDE FOR THE REPEAL OF THIS SECTION ON JULY 1, 2016; TO AMEND SECTION 37-13-173, MISSISSIPPI CODE OF 1972, RELATING TO PARENTAL NOTICE; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, TO REVISE THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE AND TO EXTEND THE DATE OF THE REPEAL ON THE TASK FORCE TO JULY 1, 2016; TO REQUIRE THE STATE DEPARTMENT OF HEALTH AND THE STATE DEPARTMENT OF EDUCATION, SUBJECT TO THE AVAILABILITY OF FUNDS, TO ESTABLISH A PILOT PROGRAM IN EACH HEALTH CARE DISTRICT, TO BE LOCATED IN A SCHOOL DISTRICT IN A COUNTY HAVING THE HIGHEST NUMBER OF TEEN PREGNANCIES; TO REQUIRE THOSE AGENCIES TO PROVIDE CERTAIN EDUCATIONAL SERVICES THROUGH QUALIFIED PERSONNEL; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related

education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.

(2)Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any type of instruction or program which, at an appropriate age and grade:

(a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;

(b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;

(c) Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

(d) Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates \* \* \* of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;

(e) Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and

(f) Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms.

Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education. \* \* \*

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6) There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7) At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

(8) This section shall stand repealed on July 1, 2016.

**SECTION 2.** (1) The Mississippi Department of Human Services shall develop programs to accomplish the purpose of one or more of the following strategies:

- (a) Promoting effective communication among families about preventing teen pregnancy, particularly communication among parents or guardians and their children;
- (b) Educating community members about the consequences of unprotected, uninformed and underage sexual activity and teen pregnancy;
- (c) Encouraging young people to postpone sexual activity and prepare for a healthy, successful adulthood, including teaching them skills to avoid making or receiving unwanted verbal, physical, and sexual advances;
- (d) Providing medically accurate information about the health benefits and side effects of all contraceptives and barrier methods as a means to prevent pregnancy and reduce the risk of contracting sexually transmitted infections, including HIV/AIDS; or
- (e) Providing educational information, including medically accurate information about the health benefits and side effects of all contraceptives and barrier methods, for young people in those communities who are already sexually active or are at risk of becoming sexually active and inform young people in those communities about the

responsibilities and consequences of being a parent, and how early pregnancy and parenthood can interfere with educational and other goals.

(2) The State Department of Health shall develop programs with the following strategies:

(a) To carry out activities, including counseling, to prevent unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(b) To provide necessary social and cultural support services regarding teen pregnancy;

(c) To provide health and educational services related to the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(d) To promote better health and educational outcomes among pregnant teens; and

(e) To provide training for individuals who plan to work in school-based support programs regarding the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens.

(3) It shall be the responsibility of school nurses employed by local school districts implementing the program developed by the State Department of Health under subsection (2) of this section to carry out the functions of those strategies to promote consistency in the administration of the program.

**SECTION 3.** Section 37-13-173, Mississippi Code of 1972, is amended as follows:

37-13-173. Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice also must inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

**SECTION 4.** Section 2, Chapter 507, Laws of 2009, is amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in



Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

- (a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;
- (b) The Chairmen of the Senate and House Education Committees, or their designees;
- (c) The Chairman of the House Select Committee on Poverty;
- (d) One (1) member of the Senate appointed by the Lieutenant Governor;
- (e) The Executive Director of the Department of Human Services, or his or her designee;
- (f) The State Health Officer, or his or her designee;
- (g) The State Superintendent of Public Education, or his or her designee;
- (h) The Executive Director of the Division of Medicaid, or his or her designee;
- (i) The Executive Director of the State Department of Mental Health, or his or her designee;
- (j) The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;
- (k) Two (2) representatives of the private health or social services sector appointed by the Governor;
- (l) One (1) representative of the private health or social services sector appointed by the Lieutenant Governor; \*\*\*
- (m) One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and
- (n) One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3) Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on

which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4) Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

- (a) Form task force subgroups based on specific areas of expertise;
- (b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;
- (c) Review and consider statewide and regional planning initiatives related to teen pregnancy;
- (d) Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery; \* \* \*

(e) Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f) Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g) Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h) Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

---

(i) Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and analyses to be conducted as may be deemed necessary by the task force.

(7) This section shall stand repealed on July 1, 2016.

**SECTION 5.** (1) Beginning with the 2012-2013 school year, to the extent that federal or state funds are available and appropriated by the Legislature for the purposes of establishing and implementing the Prevention of Teen Pregnancy Pilot Program authorized by Section 41-79-5, the State Department of Health in conjunction with the State Department of Education shall establish a pilot program in each of the nine (9) health districts as defined by the State Department of Health, to be located in a school district in a county in that district having the highest number of teen pregnancies.

(2) The State Department of Health and the State Department of Education shall jointly provide education services through qualified personnel to increase awareness of the health, social and economic risks associated with teen pregnancy. The services and curriculum provided shall have a primary emphasis on reducing the teenage pregnancy rate in those pilot districts.

**SECTION 6.** This act shall take effect and be in force from and after July 1, 2011.

# Appendix E: Mississippi Senate Bill 2472 – Nathan’s Law

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MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Judiciary, Division A

By: Senator(s) McDaniel, Watson, Yancey, Montgomery, Hyde-Smith, King, Lee (35th), Chassaniol, Ward, Gollott, Flowers, Hewes, Mettetal, Hudson, Jackson (15th), Moffatt, Fillingane, Brown, Davis, Burton, Dearing

SENATE BILL NO. 2472

(As Sent to Governor)

AN ACT TO CREATE "NATHAN'S LAW"; TO AMEND SECTION 63-3-615, MISSISSIPPI CODE OF 1972, TO CLARIFY THE OFFENSE OF PASSING A SCHOOL BUS WHEN STOPPED TO LOAD OR UNLOAD STUDENTS AND TO REVISE THE PENALTY THEREFORE; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DEVELOP CURRICULUM GUIDELINES FOR SCHOOL BUS SAFETY; TO AMEND SECTION 63-1-73, MISSISSIPPI CODE OF 1972, TO PROHIBIT THE USE OF WIRELESS COMMUNICATION DEVICES BY BUS DRIVERS; TO AMEND SECTION 97-3-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY; TO AMEND SECTION 63-1-33, MISSISSIPPI CODE OF 1972, TO REVISE THE DRIVER'S LICENSE EXAMINATION REQUIREMENTS TO ENSURE COVERAGE THEREON OF SCHOOL BUS SAFETY ISSUES; TO AUTHORIZE CAMERAS ON SCHOOL BUS STOP ARMS; TO AUTHORIZE THE DEPARTMENTS OF TRANSPORTATION AND EDUCATION TO CONDUCT A PUBLIC EDUCATION CAMPAIGN ON SCHOOL BUS SAFETY; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** Section 63-3-615, Mississippi Code of 1972, is amended as follows:

63-3-615. (1) (a) The driver of a vehicle upon a street or highway upon meeting or overtaking any school bus that has stopped on the street or highway for the purpose of receiving or discharging any school children shall come to a complete stop at least ten (10) feet from the school bus before reaching the school bus when there is in operation on the school bus the flashing red lights provided in Section 63-7-23, or when a retractable, hand-operated stop sign is extended; the driver \* \* \* shall not proceed until the children have crossed the street or highway and the school bus has resumed motion or the flashing red lights are no longer actuated and the hand-operated stop sign is retracted.

(b) The driver of a vehicle upon a highway that has four (4) lanes or more, whether or not there is a median or turn lane, need not stop upon meeting or passing a school bus that is on a different roadway or when upon a controlled-access highway if the school bus is stopped in a loading zone that is a part of or adjacent to the highway and where pedestrians are not permitted to cross the roadway.

(2) (a) Except as provided in paragraph (b), any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor and upon a first conviction thereof shall be fined not less than Three Hundred Fifty Dollars (\$350.00) nor more than Seven Hundred Fifty Dollars (\$750.00), or imprisoned for not more than one (1) year, or both. For a second or subsequent offense, the offenses being committed within a period of five (5) years, the person shall be guilty of a misdemeanor and, upon conviction, shall be fined not less than Seven Hundred Fifty Dollars (\$750.00) nor more than One Thousand Five Hundred Dollars (\$1,500.00), or imprisoned for not more than one (1) year, or both. In addition, the Commissioner of Public Safety or his duly authorized designee, after conviction for a second or subsequent offense and upon receipt of the court abstract, shall suspend the driver's license and driving privileges of the person for a period of ninety (90) days.

(b) A conviction under this section for a violation resulting in any injury to a child who is in the process of boarding or exiting a school bus shall be a violation of Section 54 97-3-7, and a violator shall be punished under subsection (2) of that section.

(3) This section shall be applicable only in the event the school bus shall bear upon the front and rear thereon a plainly visible sign containing the words "school bus" in letters not less than four (4) inches in height.

(4) If the driver of any vehicle is witnessed by a law enforcement officer or the driver of a school bus to have violated this section and the identity of the driver of the vehicle is not otherwise apparent, it shall be a rebuttable inference that the person in whose name the vehicle is registered committed the violation. If charges are filed against multiple owners of a motor vehicle, only one (1) of the owners may be convicted and court costs may be assessed against only one (1) of the owners. If the vehicle that is involved in the violation is registered in the name of a rental or leasing company and the vehicle is rented or leased to another person at the time of the violation, the rental or leasing company may rebut the inference of guilt by providing the law enforcement officer or prosecuting authority with a copy of the rental or lease agreement in effect at the time of the violation.

**SECTION 2.** Section 63-1-73, Mississippi Code of 1972, is amended as follows:

63-1-73. (1) For purposes of this section, the following terms shall have the meanings ascribed in this subsection, unless the context clearly indicates otherwise:

(a) "Cellular telephone" means an analog or digital wireless telephone authorized by the Federal Communications Commission to operate in the frequency bandwidth reserved for cellular radiophones.

(b) "Personal digital assistant" means a wireless electronic communication device that provides for data communications other than by voice.

(c) The term "E911" shall have the meaning ascribed in Section 19-5-303.

(d) "Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 USC Section 332, including a cellular telephone or personal digital assistant.

(2) (a) A person who is authorized to drive under an intermediate license, a temporary learning permit or a temporary driving permit shall not operate a motor vehicle on a highway while using a wireless communication device to send or receive a written message while the motor vehicle is in motion.

(b) A person shall not use a wireless communication device while operating a passenger bus with a minor passenger on the bus, except for an emergency or in the case of a school bus driver for official school business or in an emergency.

(3) This section does not apply to any of the following:

(a) Law enforcement and safety personnel;

(b) Drivers of authorized emergency vehicles;

(c) \* \* \* A person who is reporting reckless or negligent behavior;

(d) \* \* \* A person who believes that the person or another person is in physical danger \* \* \*;

(e) Written messages sent or received while the vehicle is parked; \* \* \*

(f) The use of a wireless communication device for the sole purpose of communicating with any of the following regarding an emergency situation:

(i) An emergency response or E911 operator;

(ii) A hospital, physician's office or health clinic;

(iii) A provider of ambulance services;

(iv) A provider of firefighting services;

(v) A law enforcement agency;

(g) The use of technology utilizing a cellular connection to a vehicle to relay vehicle operational information between the vehicle and a call center or repair facility; and

(h) A vehicle navigation system utilizing a cellular connection to update databases and provide real-time traffic information.

(4) (a) A violation of this section is a misdemeanor, and upon conviction, is punishable by a fine not to exceed Five Hundred Dollars (\$500.00).

(b) If the person violates this section at the time that he is involved in a motor vehicle accident, then the S. B. No. 2472 violations is punishable by a fine not to exceed One Thousand Dollars (\$1,000.00).

(c) A law enforcement officer investigating a motor vehicle accident in which a person is cited for violating subsection (2)(b) or (c) of this section \* \* \* shall indicate on the written accident report \* \* \* the use of a wireless communication device in violation of this section \* \* \* at the time of the accident.

**SECTION 3.** Section 97-3-7, Mississippi Code of 1972, is amended as follows:

97-3-7. (1) A person is guilty of simple assault if he (a) attempts to cause or purposely, knowingly or recklessly causes bodily injury to another; or (b) negligently causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) attempts by physical menace to put another in fear of imminent serious bodily harm; and, upon conviction, he shall be punished by a fine of not more than Five Hundred Dollars (\$500.00) or by imprisonment in the county jail for not more than six (6) months, or both.

However, a person convicted of simple assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker or family protection specialist or family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver,

district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than One Thousand Dollars (\$1,000.00) or by imprisonment for not more than five (5) years, or both.

(2) A person is guilty of aggravated assault if he (a) attempts to cause serious bodily injury to another, or causes such injury purposely, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; \* \* \* (b) attempts to cause or purposely or knowingly causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) causes any injury to a child who is in the process of boarding or exiting a school bus in the course of a violation of Section 63-3-615; and, upon conviction, he shall be punished by imprisonment in the county jail for not more than one (1) year or in the Penitentiary for not more than twenty (20) years. However, a person convicted of aggravated assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of



the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than Five Thousand Dollars (\$5,000.00) or by imprisonment for not more than thirty (30) years, or both.

(3) A person is guilty of simple domestic violence who commits simple assault as described in subsection (1) of this section against a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child and, upon conviction, the defendant shall be punished as provided under subsection (1) of this section; however, upon a third or subsequent conviction of simple domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment not less than five (5) nor more than ten (10) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred.

(4) A person is guilty of aggravated domestic violence who commits aggravated assault as described in subsection (2) of this section against, or who strangles, or attempts to strangle, a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child. Upon conviction, the defendant shall be punished by imprisonment in the custody of the Department of Corrections for not less than two (2) years; however, upon a third or subsequent conviction of aggravated domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment of not less than ten (10) nor more than twenty (20) years. In sentencing, the court shall consider as an aggravating factor

whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred. Reasonable discipline of a child, such as spanking, is not an offense under this subsection (4). A person convicted of aggravated domestic violence shall not be eligible for parole under the provisions of Section 47-7-3(1)(c) until he shall have served one (1) year of his sentence.

For the purposes of this section, "strangle" means to restrict the flow of oxygen or blood by intentionally applying pressure on the neck or throat of another person by any means or to intentionally block the nose or mouth of another person by any means.

(5) "Dating relationship" means a social relationship as defined in Section 93-21-3.

(6) Every conviction of domestic violence may require as a condition of any suspended sentence that the defendant participate in counseling or treatment to bring about the cessation of domestic abuse. The defendant may be required to pay all or part of the cost of the counseling or treatment, in the discretion of the court.

(7) When investigating allegations of a violation of subsection (3) or (4) of this section, law enforcement officers shall utilize the form prescribed for such purposes by the Office of the Attorney General in consultation with the sheriff's and police chief's associations.

(8) In any conviction of assault as described in any subsection of this section which arises from an incident of domestic violence, the sentencing order shall include the designation "domestic violence." The court shall forward a copy of each sentencing order bearing the designation "domestic violence" to the Office of the Attorney General.

**SECTION 4.** The State Department of Education shall develop and issue curriculum guidelines to school districts relating to the implementation of a school bus safety curriculum for implementation in Kindergarten through Grade 3.

**SECTION 5.** Section 63-1-33, Mississippi Code of 1972, is amended as follows:

63-1-33. (1) Except as otherwise provided under subsection(6) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or temporary driving permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National

Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.

(2) Except as otherwise provided under subsection (6) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.

(3) Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, inspection certificate and vehicle registration of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.

(4) An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.

(5) Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement or a restricted motorcycle operator's license, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test similar to the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.

(6) The Department of Public Safety may accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the department, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

**SECTION 6.** Every school district is authorized to mount a camera on any retractable, hand-operated stop sign that is a part of the equipment of a school bus.

**SECTION 7.** To the extent that state, federal or other funds are available or appropriated, the Department of Transportation and the Department of Education shall cooperate to conduct an information campaign to educate drivers concerning the provisions of this act and the importance of school bus safety.

**SECTION 8.** (1) There is created the Mississippi School Bus Safety Task Force which shall be composed of nine (9) members as follows:

(a) Three (3) members appointed by the Speaker of the House of Representatives, one (1) of whom shall be appointed from the membership of the House of Representatives;

(b) Three (3) members appointed by the Lieutenant Governor, one (1) of whom shall be appointed from the membership of the Senate; and

(c) Three (3) members appointed by the Governor.

(2) At its first meeting, the task force shall elect a chairman and vice chairman from its membership and shall adopt rules for transacting its business and keeping records. Members of the task force shall receive a per diem in the amount provided in Section 25-3-69 for each day engaged in the business of the task force. Members of the task force other than legislative members shall receive reimbursement for travel expenses incurred while engaged in official business of the task force in accordance with Section 25-3-41; legislative members of the task force shall receive the expense allowance provided for in Section 5-1-47.

(3) The duties of the task force shall be to:

(a) Make a comprehensive study of school bus safety designs and technology related to safety and law enforcement.

(b) Examine and study approaches taken by other states in the implementation and costs of school bus safety.

(c) Research and develop recommendations relating to school bus safety.

(4) The task force shall publish its findings and recommendations with any proposed legislation in a report to the Governor and the Legislature to be made on or before December 31, 2011.

(5) The task force shall stand dissolved on January 1, 2012. S. B. No. 2472 \*SS26/R171SG\*

11/SS26/R171SG PAGE 13 ST: Nathan's law; increase penalty for unlawful passing of school bus.

**SECTION 9.** This act shall take effect and be in force from and after July 1, 2011.

# Contemporary Health (9-12)

## Mississippi Department of Education

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2012

Course Code: 340133 – Academic Education  
Course Code: 200126 – Career Technical Education

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land-grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Acknowledgments

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The Contemporary Health (9-12) curriculum was presented to the Mississippi Board of Education on September 21, 2012. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent of Education  
Dr. O. Wayne Gann, Chairman  
Mr. Howell "Hal" N. Gage, Vice-Chairman  
Mrs. Kami Bumgarner  
Mr. William Harold Jones  
Dr. John R. Kelly  
Mr. Charles McClelland  
Mr. Richard Morrison  
Mrs. Martha "Jackie" Murphy  
Mr. Simon F. Weir, II

The Office of Healthy Schools and the Office of Career and Technical Education have partnered to combine their two previously separate curricula into one statewide curriculum. New state and national laws and standards emphasize teaching functional health information. This collaborative curriculum will support a wide range of activities to ensure academic success and the development of healthy behaviors for Mississippi's students.

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Christine Phillely, M.Ed., CFCS, School Health Administrator, Office of Healthy Schools, Mississippi Department of Education, Jackson, MS



# Standards

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Standards are superscripted in each unit and are referenced in the appendices. Standards in the *Contemporary Health (9-12) Curriculum Framework and Supporting Materials* are based on the following:

## **National Health Education Standards**

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, the American Public Health Association, the American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, meant for public use, and not subject to copyright law protections. Permission is not required for use of public domain items.

## **Common Core State Standards Initiative**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required. Reprinted from <http://www.corestandards.org/>.

## **National Educational Technology Standards for Students (NETS-S)**

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## **21st Century Skills and Information and Communication Technologies Literacy Standards**

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem solving, critical thinking, and self-directional skills; and Information and Communication Technology (ICT) literacy.

## **Industry Certification**

This curriculum is based on state and national standards, Mississippi Department of Education Subject Area Testing Program Academic Standards, American Association of Family and Consumer Sciences Standard and National Health Education Standards.

# Preface

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Secondary education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 1972, as amended (37-13-134); Section 37-13-171, Mississippi Code of 1972, as amended (37-13-171); and Nathan's Law, Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; No Child Left Behind Act of 2001; and Carl D. Perkins Vocational Education Act IV, 2007).

# Contemporary Health (9-12) Executive Summary

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## Course Description

Contemporary Health (9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will be provided with instruction that is clearly relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives, including their futures.

## Industry Certification

This curriculum is based on state and national standards, Mississippi Department of Education Subject Area Testing Program Academic Standards, American Association of Family and Consumer Sciences Standards, National Health Education Standards, as well as 21<sup>st</sup> Century Skill Standards.

## Assessment

No statewide assessment will be provided for this curriculum.

## Student Prerequisites

No prerequisites are necessary. This is a required course for graduation. Academic credit will be issued as .5 Carnegie units.

## Licensure Requirements

Beginning with Academic Year 2013-2014, academic education Contemporary Health (9-12) teachers will be required to hold one of these two educator licenses: **142 Health Education (7-12)** or **143 Health Education (K-12)**.

The requirements for the **142/143**-educator endorsements are as follows:

1. Education
  - a. Applicants must have a bachelor's degree or higher in Teacher Education from a state-approved or NCATE-approved program from a regionally/nationally-accredited institution of higher learning.
  - b. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
  - c. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
2. Technology Literacy and Related Assessment of that Competency
  - a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA), and approved by the MDE.
3. Teacher Education Preparation and Related Assessment(s) of that Education

- a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 142 or 143 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year endorsement license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

Beginning with Academic Year 2013-2014, career and technical education Contemporary Health (9-12) teachers will be required to hold one of three educator licenses: **321 Vocational Home Economics/Family and Consumer Sciences (non-education)** or **322 Home Economics/Family and Consumer Sciences (education)** or **961 Career Pathway: Health Sciences**. Teachers who hold a currently valid 321, 322, or 961 endorsement are additionally required to successfully complete the Contemporary Health—Grades 9-12 workshop, module, or course that is approved by the MDE. Teachers who do not hold a currently valid 321, 322 or 961 endorsement must successfully complete the requirements and apply for the appropriate license as described below.

The requirements for the **322**-educator endorsement are as follows:

1. Education
  - a. Applicants must have a bachelor's degree or higher in Home Economics/Family and Consumer Sciences Education (includes student teaching) from a state-approved or NCATE-approved program from a regionally/nationally-accredited institution of higher learning.
  - b. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
  - c. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
2. Technology Literacy and Related Assessment of that Competency
  - a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
3. Teacher Education Preparation and Related Assessment(s) of that Education
  - a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 322 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

The requirements for the **321**-educator endorsement are as follows:

1. Education
  - a. Applicants must have a bachelor's or higher degree in Family and Consumer Sciences from an accredited institution of higher education (non-education degree).
2. Technology Literacy and Related Assessment of that Competency
  - a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
3. Occupational Experience and Related Assessment of that Experience
  - a. Applicants must have verification of at least one year of full-time occupational experience in the past 10 years. This experience must be appropriate to the subject area being taught. A degree in the subject area exempts an applicant from any additional occupational-competency testing.

- b. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) program and must complete the individualized professional development plan (PDP) requirements of the VIP program prior to the expiration date of the 3-year vocational license.
- 4. Teacher Education Preparation and Related Assessment(s) of that Education
  - a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 321 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

Requirements for the **961**-educator endorsement:

- 1. Education
  - a. Applicant must be a Registered Nurse who is a graduate of an accredited School of Nursing with a 2-year (associate) degree or higher.
- 2. Technology Literacy and Related Assessment of that Competency
  - a. Applicant must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
- 3. Occupational Experience and Related Assessment of that Experience
  - a. Applicants with an associate degree must have at least two years of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject being taught.
  - b. Applicants with a bachelor's or higher degree must have at least one year of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject being taught.
  - c. Applicant must possess and maintain an unrestricted Mississippi Registered Nurse License.
  - d. Applicant must possess and maintain CPR certification through the American Heart Association (this certification is a prerequisite to the Health-Care Provider Basic Life Saver, Instruction Level certification).
  - e. Applicant must possess and maintain a Health-Care Provider Basic Life Saver, Instructor Level certification through the American Heart Association.
- 4. Teacher Education Preparation and Related Assessment(s) of that Education
  - a. Applicant must enroll immediately in the VIP program or the College and Career Readiness Educator Program (CCREP).
  - b. Applicant must complete the individualized PDP requirements of the VIP or CCREP program prior to the expiration date of the 3-year vocational license.
  - c. Applicant must successfully complete a certification for an online learning workshop, module, or course that is approved by the MDE.
  - d. Applicant must successfully complete the Health Science and Healthcare and Clinical Service certification workshop, module, or course that is approved by the MDE.
  - e. Applicant must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 961 endorsement, which is a 5-year license. For any applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

### **Professional Learning**

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics related to the curriculum and new standards
- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html) and click on Differentiated Instruction. Work through this online course and review the additional resources.

The professional learning itinerary for instructors can be found at <http://www.rcu.msstate.edu/ProfessionalLearning/OnlinePD/CourseListing.aspx>.

If you have specific questions about the content of any training session provided, please contact the Professional Learning Specialist at the Research and Curriculum Unit, 662.325.2510.

# Course Outlines

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Course Description: Contemporary Health (9-12) is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in grades 9-12. (1 Semester, 0.5 Carnegie units)

## Contemporary Health (9-12)—Course Code: 340133

Unit Number	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family/Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

## Contemporary Health (9-12)—Course Code: 200126

Unit Number	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family/Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

# Contemporary Health (9-12) Research Synopsis

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## Introduction

Today's health education curricula reflect the growing body of research that emphasizes teaching functional health information, shaping personal values and beliefs that support healthy behaviors, influencing group norms to value a healthy lifestyle, and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

According to various reviews, an effective health-education curriculum has the following characteristics:

1. Focuses on clear health goals and related behavioral outcomes.
2. Is research based and theory driven.
3. Addresses individual values, attitudes, and beliefs.
4. Addresses individual and group norms that support health-enhancing behaviors.
5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
6. Addresses social pressures and influences.
7. Builds personal competence, social competence, and self-worth by addressing skills.
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
9. Uses strategies designed to personalize information and engage students.
10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
12. Provides adequate time for instruction and learning.
13. Provides opportunities to reinforce skills and positive health behaviors.
14. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

## Rationale

Research suggests that educational experiences influence the development of health-related knowledge, attitudes, and skills. If health education begins early and continues throughout a child's development and growth, national objectives for wellness and well-being can be achieved. Well-designed summative and formative evaluations integrated with developmentally appropriate health subjects will help to increase the likelihood of favorable outcomes for students.

Premature deaths and disabilities of people of all ages are related to poor health decisions and unhealthy behaviors/practices. The ultimate goal of school-based health education is to prevent premature deaths and disabilities by empowering children and youth with appropriate and current health information. Health-enhancing practices can be successfully learned in school-based health education programs, enabling children and youth to begin to apply knowledge and practice skills to promote their health in all aspects of their lives. Students who can use functional health-related knowledge and apply personal and social skills have better health statuses and, as adults, will be better prepared consumers of information to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

## Need for Health Education in Mississippi

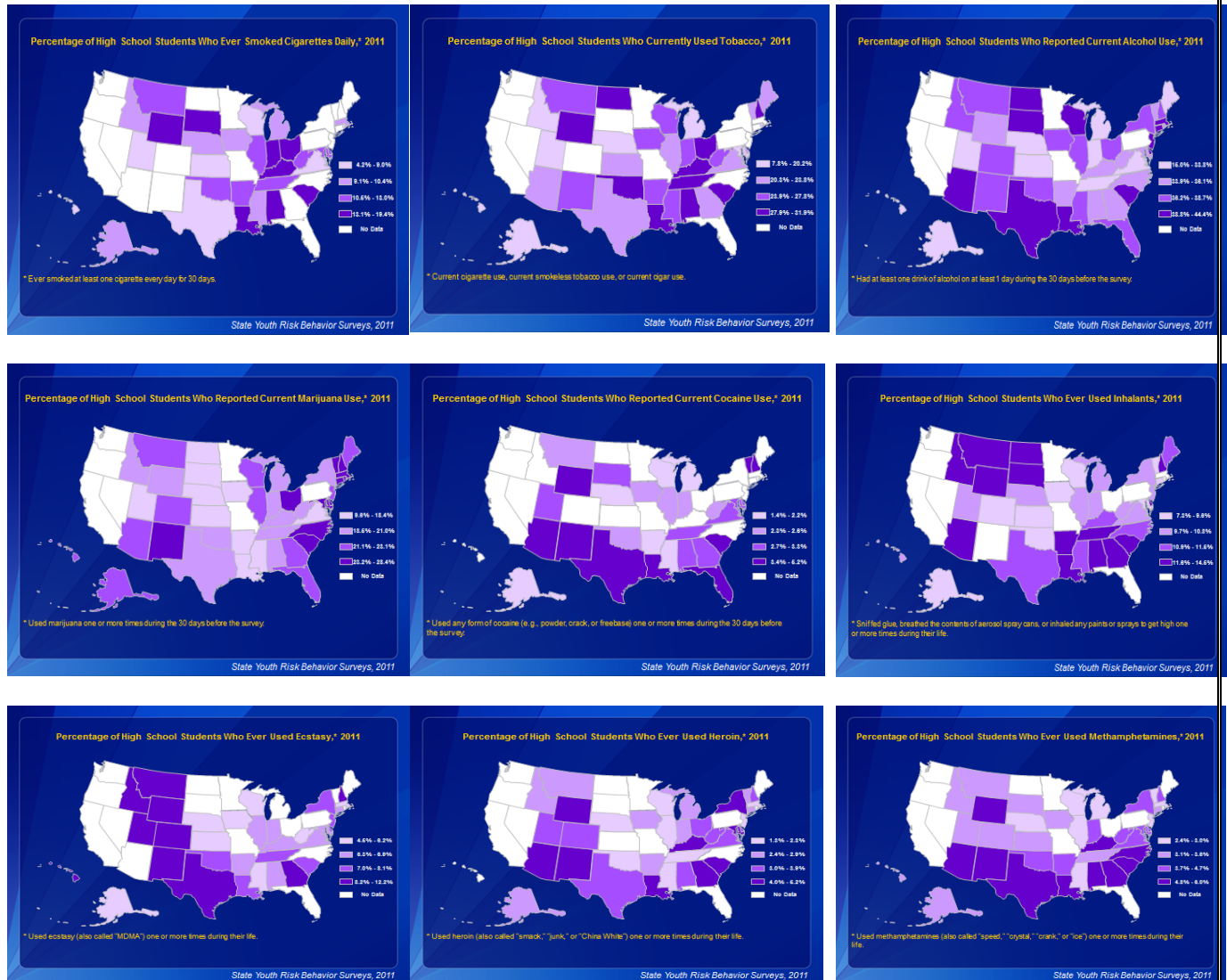
The Youth Risk Behavior Surveillance System (YRBSS) monitors priority health-related risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include tobacco use,



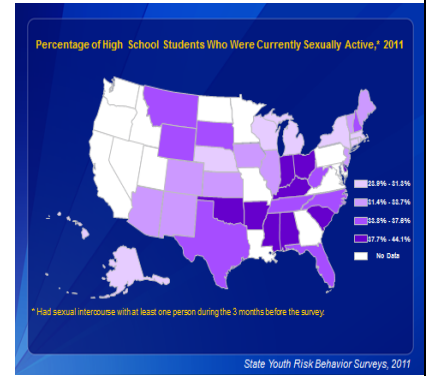
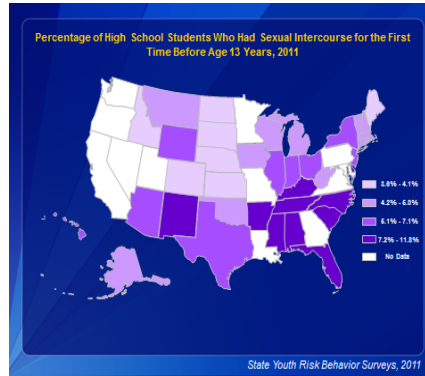
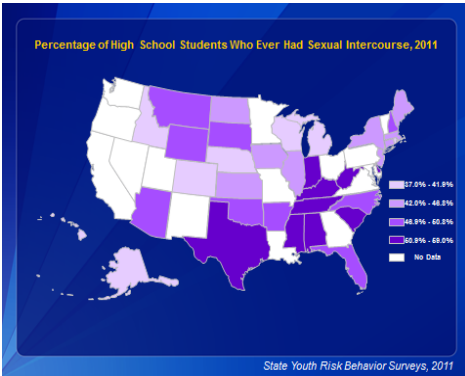
unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection, and behaviors that contribute to unintentional injuries and violence. In addition, the YRBSS monitors the prevalence of obesity and asthma (see YRBSS Web site, <http://www.cdc.gov/HealthyYouth/yrbss/index.htm>, for complete information).

The 2011 YRBSS shows that Mississippi's youth are most at risk in the areas of drug usage, sexual behavior, and obesity. The charts below compare Mississippi with the rest of the United States.

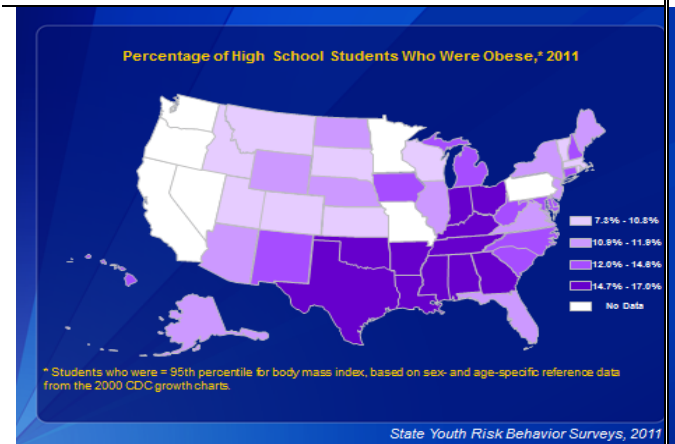
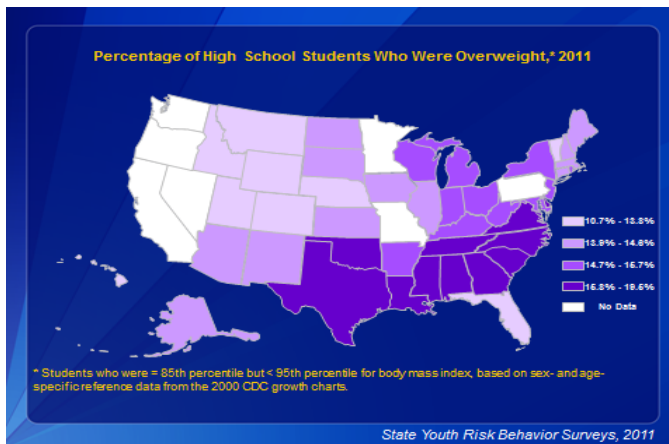
**Tobacco, Alcohol, and Illegal Drug Usage:**



## Sexual Behaviors:



## Obesity:



Note: 2011 national, state, and local results were released in early summer of 2012. See YRBSS Web site (<http://www.cdc.gov/healthyouth/yrbs/slides/index.htm>) for complete information.

With one of the highest rates of teen pregnancy in the nation, Mississippi is implementing abstinence-only or abstinence-plus into local school districts in the fall of 2012 (See House Bill 999: <http://billstatus.ls.state.ms.us/documents/2011/html/HB/0900-0999/HB0999SG.htm>).

The 2007 STD/HIV Epidemiologic Profile (<http://msdh.ms.gov/msdhsite/static/resources/3591.pdf>) provides detailed information about the current HIV/AIDS epidemic in Mississippi, specifically from 2003 to 2007. The report describes the population of Mississippi, people living with or infected by HIV/AIDS, and people at risk for HIV infection. The profile is an essential planning tool for HIV/AIDS prevention and care throughout the state.

Particularly in consideration of these current trends, health education continues to be a critical component of Mississippi's educational structure. The Contemporary Health (9-12) curriculum is designed to address these issues in the context of educating our youth to make healthy lifestyle choices.

## Curriculum Content

**Summary of Standards:** The standards to be included in the Contemporary Health (9-12) curriculum are the National Health Education Standards, 21st Century Skills, Common Core State Standards, and the National

Educational Technology Standards for Students (NETS-S). Together, these standards will ensure that this curriculum is both an effective teaching and learning tool and a thorough guide of the objectives and assessments to be achieved throughout the course.

- Industry Standards (See Crosswalk Table—Appendix C)
- 21<sup>st</sup> Century Skills Standards (See Crosswalk Table—Appendix D)
- Applied Academic Credit (See Common Core Standards Crosswalk Table—Appendix E)
- Technology Standards (See National Educational Technology Standards for Students Crosswalk—Appendix F)

### Case Studies

According to the School Health Policies and Programs Study (SHPPS) of 2006, 72% of all states required or encouraged districts or schools to follow health-education standards or guidelines based specifically on the National Health Education Standards (<http://www.cdc.gov/HealthyYouth/shpps/index.htm>).

In 2007, the Mississippi legislature enacted the Mississippi Healthy Students Act (Mississippi Code of 1972 Annotated Section 37-13-134) to address the state's high rates of childhood obesity by improving nutrition, physical activity, and health education in public schools. The act includes the following provisions:

- mandates minimum requirements for health education and physical education in public schools:
  - For grades K-8, 150 minutes per week of physical education and 45 minutes per week of health education, and
  - For grades 9-12, 0.5 Carnegie units in physical education or physical activity for graduation.
- requires local school-wellness plans to promote increased physical activity, healthy eating habits, and abstinence from tobacco and illegal drugs;
- designates an appropriation for a physical activity coordinator at the State Department of Education;
- makes the statutory duties of local school health councils mandatory rather than permissive; and
- directs the State Board of Education to adopt regulations that address healthy food and beverage choices, healthy food preparation, marketing of healthy food choices to students and staff, food preparation ingredients and products, minimum and maximum time allotments for lunch and breakfast periods, the availability of food items during lunch and breakfast periods, and methods to increase participation in the Child Nutrition School Breakfast & Lunch Programs.

The Center for Mississippi Health Policy is evaluating the impact of the Mississippi Healthy Students Act and has released two reports summarizing key findings from the first two years of research <https://mshealthpolicy.com/>.

### Assessment

There is no statewide assessment for this curriculum.

### Best Practices

**Innovative Instructional Technologies:** Students in today's society are immersed in technology. Teachers will incorporate the use of technology, which will provide a learning environment that will stimulate student interaction and active involvement in the learning process. Each classroom should have access to a television set with VCR/DVD combo, multiple computers with access to the Internet, SMART Board (whiteboard) or Promethean board with projector, laptop, digital video camera, and digital camera. Using this equipment will allow teachers to make use of communication tools on the Internet, create and model various presentations, and present online scenarios to students for in-depth study. Also, by using

“clickers” (components of the SMART Board) as a classroom assessment method, students will be able to have instant feedback on assignments.

**Differentiated Instruction:** Differentiated instruction is a method of teaching that appreciates the various education and experience backgrounds of students. According to Tomlinson (1995), there are four characteristics that define instruction and learning in a differentiated classroom:

1. Instruction is focused on concepts and driven by principles.
2. Assessment of student readiness and growth is built into the curriculum.
3. Students work in a variety of patterns.
4. Students actively explore the content, and teachers guide that exploration.

The curriculum can be broken down into three elements: content, process, and products. These elements can be differentiated in order to accommodate students’ learning styles in the classroom. Content can be differentiated by providing several different vehicles for introducing information, such as using outside resources, Internet resources, videos, or sensory experiences. The process is considered the “how” of the curriculum. Process can be differentiated by using flexible grouping. The product is the assessment part of the curriculum. This element can be differentiated to meet the needs of the students by allowing students to self-select products. The overall goal for the differentiated instruction method is to amplify individual student development and success.

The Contemporary Health (9-12) curriculum is written to allow teachers the flexibility to create a differentiated classroom. Teachers are encouraged to incorporate technology, which greatly expands resources to reach and teach all types of learners. The curriculum also provides various methods for content presentation, hands-on activities, and assessment tools.

**Cooperative Learning:** Cooperative learning is a powerful method of instruction in a diverse classroom. Because of the new emphasis on teamwork in the workplace, the use of cooperative learning in the classroom prepares students for the workforce environment. Cooperative learning is a way of organizing instruction that involves students working in small groups together to reach a common goal. This method allows students to learn from each other and improves and enhances interpersonal skills, social skills, communication skills, and problem-solving skills. Cooperative learning enhances trust building, decision making, and conflict management. The cooperative learning method can easily be applied into the Contemporary Health Education classroom by utilizing the flexible grouping methods discussed in differentiated instruction.

**Dynamic Instruction/Assessment:** Dynamic instruction is re-teaching content that students did not comprehend in a different method. Identification of the content that needs to be re-taught is accomplished through data analysis of assessment. Dynamic instruction is considered to be a best practice for instruction because it ensures student success in the classroom.

## **Conclusions**

Health education in Mississippi is crucial. The health of Mississippians does not depend on major medical breakthroughs, but rather on the everyday practice of good health habits taught and begun at a young age. The Contemporary Health (9-12) curriculum addresses the needs of students by providing a healthy environment in which to support a wide range of activities to ensure academic success and the development of healthy behaviors.

# Professional Organizations

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American Association of Family & Consumer Sciences (AAFCS)  
400 N. Columbus Street  
Suite 202  
Alexandria, VA 22314  
Email: [staff@aafcs.org](mailto:staff@aafcs.org)  
Phone: 703.706.4600  
Toll-free: 800.424.8080  
Fax: 703.706.4663  
[www.aafcs.org](http://www.aafcs.org)

American Association for Health Education  
1900 Association Dr.  
Reston, VA 20191-1598  
800.213.7193  
<https://www.shapeamerica.org/>

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>

Centers for Disease Control and Prevention  
MS K-32  
4700 Buford Highway, NE  
Atlanta, GA 30341-3724  
888.CDC.4NRG  
<http://www.cdc.gov>

FCCLA (Family, Career and Community Leaders of America) National Headquarters  
1910 Association Dr.  
Reston, VA 20191  
703.476.4900  
800.234.4425  
Fax: 703.860.2713  
[www.fcclainc.org](http://www.fcclainc.org)

Juvenile Diabetes Foundation  
432 Park Avenue South  
New York, NY 10016  
<https://www.jdrf.org>

Mississippi FCCLA  
Central High School Building, Suite 202A  
359 North West Street  
P.O. Box 771  
Jackson, MS 39205-0771  
Phone: 601.576.5025  
[www.mde.k12.ms.us/vocational/FCCLA](http://www.mde.k12.ms.us/vocational/FCCLA)  
Valerie Taylor, FCCLA State Advisor  
[vtaylor@mde.k12.ms.us](mailto:vtaylor@mde.k12.ms.us)

National Center for Health Statistics  
6525 Belcrest Rd  
Hyattsville, MD 20782  
<http://www.unitedhealthfoundation.org/shr2003/index.html>

National Education Association – Health Info Network`  
1201 16th Street, NW  
Washington, DC 20036-3290  
202.833.4000  
[www.nea.org/](http://www.nea.org/)

National Health Information Center  
P.O. Box 1133  
Washington, DC 20013-1133  
<http://www.health.gov>

Students Against Drunk Driving  
P.O. Box 800  
200 Pleasant Street  
Marlboro, MA 01752  
<https://www.sadd.org>

# Using this Document

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## **Unit Number and Title**

### **Suggested Time on Task**

The suggested time on task amounts to an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 70 hours of instruction is required for 0.5 Carnegie units credit. The curriculum framework should account for approximately 75–80% of the time in the course.

### **Competencies and Suggested Performance Indicators**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested performance indicators represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

### **Suggested Teaching Strategies**

Suggested teaching strategies are research based and intended to enable students to master each competency. Emphasis has been placed on strategies that reflect active-learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

### **Suggested Assessment Strategies**

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

### **Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students**

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

### **References**

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggestions, and the list may be modified or enhanced based on needs and abilities of students and upon available resources.

# Unit 1: Personal and Consumer Health

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- define health and wellness.
- recognize correct hygiene habits.
- practice decision making skills.
- recognize the role of values in decision making.
- identify the rights of consumers.
- analyze the costs of health care.
- determine reliable and valid sources of information.
- identify the influences for decision making.

### Essential Questions

- What is the difference between health and wellness?
- Why is personal hygiene an important health skill?
- What are your values and how do they guide your decisions?
- What are the rights of consumers?
- What are the options for assistance to help pay for health care?
- How can you tell if the information you use is reliable or valid?
- Who and what are the influences that persuade your decisions?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.



# Suggested Learning Experiences

<b>Competency 1: Describe ways to achieve and maintain a healthy lifestyle.</b> (DOK 1, NHES6)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Define health and list characteristics of a healthy person.	Describe ways to achieve and maintain a healthy lifestyle.  Discuss the characteristics of a healthy person and have students prepare a list of these characteristics.  Discuss the benefits of having a local school health council and student involvement on that council. Have a school health council representative speak to the class.	Evaluate the students' lists of healthy characteristics.  Student Class Participation Rubric – Appendix A  Guest Speaker Evaluation Forms– Appendix A
b. State good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.	Have the students participate in a discussion of personal hygiene habits. Invite health care professionals to demonstrate the various techniques of basic hygiene and discuss the various functions of teeth, skin, hair, ears, eyes, and nails.	Observe student participation in class discussion and demonstration.  Student Class Participation Rubric – Appendix A

<b>Competency 2: Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b> (DOK 3, NHES6)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify the steps in the decision-making model.	Explain the relationship between current health decisions and future wellness. Have students respond to this statement: I am young. Why should I care about my health?  Have the students participate in a class discussion on the decision-making model.	Observe participation in class discussion.  Student Class Participation Rubric – Appendix A
b. Apply the decision-making model to solve a personal problem. <i>Note: If you choose the topic of abstaining from pre-marital sex, you should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix G)</i>	Divide the class into groups and give groups a personal problem situation where they must write a solution utilizing the decision-making model. (Reasons for abstaining from premarital sex, abstaining from use of drugs and alcohol, etc.)	Critique and grade group written assignments.  Group Participation or Group Work Rubric – Appendix A

c. Define a value system and identify the relationship of values to actions.	Have students complete an anonymous value inventory. Have students participate in a class discussion on values and their role in the decision making process.	Student Class Participation Rubric – Appendix A
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<b>Competency 3: Recognize the benefits of being a wise consumer.</b> (DOK 2, NHES3)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify rights and responsibilities as a consumer.	Recognize the benefits of being a wise consumer.  Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, etc.	Observe student participation in class discussion.  Student Class Participation Rubric – Appendix A
b. Identify the activities of agencies that protect the consumer.	Have students search the Web and report on the various consumer protection agencies.	Presentation Assessment Rubric – Appendix A
c. Identify popular types of deceptive advertising and product fraud.	Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud to be included in a brochure.	Evaluate selection of advertisements for deception and fraud.  Brochure Rubric – Appendix A
d. Recognize medical fraud in the marketplace.	Invite a pharmacist to describe medical fraud in the marketplace.  Have students complete a guest speaker evaluation form. Ask for volunteers to share evaluation with the class.	Observation  Guest Speaker Evaluation Forms – Appendix A  Student Class Participation Rubric – Appendix A
e. Examine costs and options for paying for health care services.	Divide students into groups to research various health care services (such as prenatal care, out-patient care, preventive health, etc.) with and without health insurance, Medicaid, or Medicare.  Have groups complete a written cost analysis of health services.	Evaluate the student groups' written cost analysis of health care services.  Group Work Assessment – Appendix A  Unit Test

<b>Competency 4: Analyze the influence of culture, media, technology, and other factors on health.</b> (DOK 3, NHES2)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Evaluate the implications of modern technology on societal health.	Have students bring articles from media sources and search Web for current information and resources.  Have students discuss relevance of Web sites to determine reliability of health information.	Evaluate students' participation in the open-ended discussion.

		Student Class Participation Rubric – Appendix A
b. Analyze the influences of different cultural beliefs on health behaviors.	<p>Have students research data regarding other cultures and how it relates to disease (i.e., eating habits, physical activity, doctor visits, availability of health services, etc.).</p> <p>Have students compare and contrast the data from other cultures to the United States using various presentation methods.</p>	Presentation Rubric – Appendix A

## Performance Task

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### Performance Task Title: Health Insurance Policies—Comparative Research

Objective: Students will be able to compare and contrast health insurance policies.

The teacher will ask students to use the Internet to research health insurance policies. Students will compare and contrast health insurance policies. Medicaid and Medicare policies should be included in their analyses. Each analysis should include cost of premiums, cost of deductibles, and cost of co-pays. Students should also examine the limits of the policies.

Once the students have collected and reported their data, their analyses will be given to the teacher. The teacher will grade each analysis using a rubric.

### Attachments for Performance Task

Unlimited Web Sites

Written Report Assessment Rubric – Appendix A

## Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following Web site:

<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Personal and Consumer Health are listed below.

Live and Let Die – H122

The Importance of Good Health – Vocabulary Builder – H231

The Roles of Medicine – H416

Take Care of Your Skin – It’s the Only One You’ve Got – H466

Be A Wise Consumer – H555

Which Health Care Provides What You Need? – H558

Do you Know the Type of Doctor Your Need? – H559

How do I Pay for this Doctor – H562

Does This stuff Really Work – H564

Did Your Grandparents Fall for the Miracle Cure, Too? – H566

What Public Health Services are There to Help You? – H568

Read My... - H578  
More Exercise and Your Health – H577  
Do You Hear Me? – H588  
Eye See You – H587  
Brusha Brusha Brusha – H586  
We All Want to Be Healthy People – H610  
Be Health Smart Online – H676  
Act Now...Time is Limited – H677  
Umm...It Didn't Work, Now What? – H678  
Death Is a Part of Life – H868  
Violence Prevention – Problem Solving and Decision Making – H1329  
Marketing of Video Games to Teens and Impact on Violence – H1327  
Violence Prevention – What Would you Do? – H1337

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Personal and Consumer Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Oh the Things That You Can Do That are Good for You*  
Author – Tish Rabe  
ISBN – 10: 0375810986
2. *Germs Make Me Sick*  
Author – Melvin Berger  
Publisher – Harper Collins Publishers, Inc.
3. *Make Lemonade*  
Author – Virginia Wolff  
Publisher – Henry Holt and Company  
ISBN – 978-0805080704

## Unit 2: Mental Health

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### Understandings and Goals

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#### Enduring Understandings

In this unit, the student will

- learn how mental health contributes to personality.
- describe how the effects of stress influence mental health and the harmful effects of stress affect the body.
- will be able to identify and describe symptoms of mental disorders.
- be able to identify treatment centers where assistance can be provided.

#### Essential Questions

- What is a mental disorder and how does one acquire/develop one?
- How can stress contribute to our mental health?
- What is the difference between functional and organic mental disorders?
- What are ways to cope once one is identified with a mental disorder?
- What are the signs and symptoms of eating disorders?

### Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health.</b> (DOK 2, NHES1)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.	Explain how mental health contributes to personality.  Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health.	Observe student participation in class discussion and activity.  Student Class Participation Rubric – Appendix A
b. Identify nonthreatening ways of being assertive.	Divide the class into groups to role-play assertive strategies, with each group given a specific situation.	Observe student participation in role-play.  Role-Play or Skit Rubric – Appendix A
c. Identify common defense mechanisms.	Discuss healthy and unhealthy defense mechanisms (coping skills).  Using a scenario, have students list healthy and unhealthy defense mechanisms.	Student Class Participation Rubric – Appendix A

<b>Competency 2: Describe how stress influences mental health.</b> (DOK 1, NHES1)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify the harmful physiological and psychological effects of stress.	Describe how stress influences mental health.  Have students rate their personal stressors on a given chart, and then, using their top three stressors, explain the body's response.  Have students list how stress leads to heart disease, cancer, stroke, and high blood pressure.	Written Report Rubric – Appendix A  Stress Chart – Appendix A
b. Develop a stress management plan.	Have students outline a personal stress management plan (using Stress Chart from Suggested Teaching Strategy 2a), indicating activities and relaxation techniques to be utilized.	Written Report Rubric – Appendix A

<b>Competency 3: Define functional and organic mental disorders and state controls for each.</b> (DOK 1, NHES1)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify different mental health disorders and recognize signs of each. <sup>CCL4</sup>	Define functional and organic mental disorders and state controls for each.  Invite mental health resource personnel for class presentation.	Written Test  Guest Speaker Evaluation Forms – Appendix A

b. Identify available resources for treatment of mental illness.	Have students prepare a list of questions about the signs of mental health problems and their treatments. Invite a mental health professional or school nurse to be interviewed by the students.  Research state, county, or local mental health resources and have students create a brochure.	Brochure Rubric – Appendix A
c. Identify warning signs of suicide and demonstrate intervention strategies.	Have students watch a video on suicide and compile a list of warning signs as described during the video.  Divide the class into groups and role-play a scenario showing signs of suicide and intervention strategies.	Group Rubric and/or Role-Play or Skit Rubric – Appendix A
d. Identify the relationship between psychological factors and eating disorders.	Have students participate in a class discussion, and complete a worksheet on eating disorders using textbooks as references.  Have students view and discuss video on eating disorders. Determine healthy weight ranges according to table and body fat calculation (i.e., Body Mass Index).	Student Class Participation Rubric – Appendix A.  Written Test

## Performance Task

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### Performance Task Title: Mental Health Disorders—Research and Presentations

Objective: Students will be able to identify different mental disorders, identify the symptoms, and locate treatment centers where help can be received. Their research will be presented through a poster or pamphlet/brochure.

The teacher will assign student groups, giving each group a different mental disorder to research and present. The students will be able to use their textbooks, the Internet, and other reliable sources approved by the teacher. A rubric will be used for assessment purposes.

The students will give a definition of the disorder, symptoms of the disorder, how the individual and families cope with the disorder, and how the disorder can be treated.

Once the student groups have collected their data, they will present a poster or brochure/pamphlet to the class with the information found.

The students will also evaluate each group's project.

### Attachments for Performance Task

Mental Health Project Rubric—Appendix A

Student Critique of Project—Appendix A

## Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following website:  
<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Mental Health are listed below.

Distress or Not Distress – That is the Question – H124  
OHmmmm – H125  
Mental Disorders – Part 1 – Defining Categories – H126  
Mental Disorders – Part 2 – Categories – H169  
Mental Disorders – Part 3 – The Specifics – H170  
Suicide – Know the Signs – Part 1 – H171  
Suicide – Know the Signs – Part 2 – H172  
I’m Alright – You’re Alright – H245  
Would You Be, Could You Be, Won’t You Be My Neighbor? – H246  
Your Emotional Rescue – H681  
Life is Worth Living – H867  
There is Help Out There – H869  
Someone will Appreciate Your Words – H876

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Mental Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *When Sophie Gets Angry – Really, Really Angry ...*  
Author – Molly Bang  
Publisher – The Blue Sky Press (Scholastic)  
ISBN 0-590-18979-4
2. *Mick Harte was Here*  
Author – Barbara Park  
Publisher - Yearling
3. *Taking A.D.D. to School*  
Author – Ellen Weiner  
Publisher – JayJo Books
4. *Taking Depression to School*  
Author – Kathy Khalsa  
Publisher – JayJo Books
5. *The Berenstain Bears and Too Much Pressure*  
Authors – Stan and Jan Berenstain  
Publisher – Randon House, New York
6. *Diary of an Anorexic Girl*



Author – Morgan Menzie  
Publisher – Thomas Nelson Publishing  
ISBN – 978-1416925422

## Unit 3: Family/Social Health

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### Understandings and Goals

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#### Enduring Understandings

In this unit, the student will

- use effective interpersonal skills with family, friends, and others.
- communicate support for a healthy family.
- effectively manage conflicts.
- advocate improving the health of self and others.
- determine difficulties the family system may face.

#### Essential Questions

- What is “communication” and how can we apply strategies of communication to the issues/problems of today’s society?
- What are the characteristics of healthy communication?
- What are characteristics of a healthy and unhealthy family?
- How can we prevent breakdowns in the family system?
- What coping skills can we use to help with family conflicts and problems?

### Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships.</b> (DOK 1, NHES4)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify strategies for choosing abstinence when faced with sexual pressures. <i>Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi House Bill 999 – Appendix G)</i>	Describe how the skills of communication and cooperation are essential for healthy relationships.  Have students participate in a classroom discussion and facilitate the group’s role-playing of assertive strategies to resist sexual pressures and advances.	Observe student participation in class discussion and role-play activity.  Role-Play or Skit Rubric and Student Class Participation Rubric – Appendix A
b. Identify qualities that are important in close friends.	Have students brainstorm about the personal qualities important in friends and write a list on the board. Have students narrow the list to ten qualities and discuss the results.	Observe student participation in brainstorming session.  Student Class Participation Rubric – Appendix A
c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.	Have students role-play situations that involve resolving conflict.	Observe student participation in role-play situations. Look for their conflict-resolution styles and communication techniques.  Role-Play or Skit Rubric – Appendix A
d. Demonstrate the ability to work cooperatively when advocating for healthy individuals.	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.).	Written Report Rubric – Appendix A  Exit Card – Appendix A  Teacher Observation

<b>Competency 2: Describe why the family is the basic social unit of society.</b> (DOK 1, NHES2)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Describe elements that healthy families have in common and ways to	Describe why the family is the basic social unit of society.  Play the song, <i>Cats in the Cradle</i> , sung by James Taylor. Ask students to note the positive and	Observe student participation in class discussion.

<p>maintain family health.</p>	<p>negative things about the family situation related in the song.</p> <p>Have each student prepare a list of elements from a healthy family and one from an unhealthy family.</p> <p>Have students participate in a class discussion to suggest ways to make the unhealthy family healthy.</p>	<p>Student Class Participation Rubric – Appendix A</p>
<p>b. Explain factors that may cause a family system to break down (to include spousal and child abuse.)</p>	<p>Have students participate in a class discussion about factors that may cause a family to break down.</p> <p>Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways.</p> <p>Invite guest speaker to address student questions.</p>	<p>Guest Speaker Evaluation Forms – Appendix A</p> <p>Unit Test</p>
<p>c. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.</p>	<p>Lead the students in a brainstorming session about their thoughts when they hear the word “family.”</p> <p>Using the letters in the word family, have students identify a positive element of the family for each letter. Discuss their word choices.</p>	<p>Student Class Participation Rubric – Appendix A</p>

## Performance Task

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### Performance Task Title: Communication is Key in a Healthy Marriage and Family

Objective: Students will analyze ways that married couples communicate in a healthy marriage.

The teacher describes how important good communication is for a successful marriage and to maintain a healthy family environment. The teacher should include points such as concern for the spouse's feelings and needs. Then students will be divided into pairs, given descriptions of various challenging scenarios commonly encountered in marriage, and asked to demonstrate good communication techniques to resolve the situation. Some of the situations that should be provided by the teacher include job issues, caring for ill family members, and paying the bills. The students should then develop a short skit to demonstrate how they would resolve the situation and then perform it for the class.

The evaluation of the task will consist of the teacher observing the pairs as they share their skits with the class and asking other class members questions such as:

1. What is the situation the pair chose to highlight?
2. How did the students resolve the situation?
3. Did they show empathy for their "spouse"?

### Attachments for Performance Task

Skit Rubric – Appendix A

Article – “What is Family Communication?” (<http://www.livestrong.com/family-communication/>)

## Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following website:  
<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Family and Social Health are listed below.

Bumps in the Road and How to Fix Them – H836  
Making a Marriage Work – H-835  
It’s Family Time – H-452  
All Families are not the Bradys – H-258  
The Good Ole Days vs Today’s Modern Times – H257  
Health – I Got Skills – H-233  
I’m So Lonesome I Could Cry – H-691  
I Want a Family. . . Just Not Now! – H-609  
I Want to Know What Love Is . . . – H-607  
Is One Really the Lonliest Number? – H-606

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Family and Social Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *Breathing Underwater*  
Author – Alex Flinn  
Publisher – HarperTempset
2. *At Daddy’s on Saturdays*  
Author – Linda Walvoord Girard  
Publisher – Albert Whitman

# Unit 4: Human Growth and Development

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- know how genetic traits are passed on from one generation to another.
- explain the process of human reproduction from conception to birth.
- identify the characteristics and tasks of adolescence, early adulthood, and late adulthood.

### Essential Questions

- How are genetic traits passed on from one generation to another?
- What health practices should be considered before, during, and after pregnancy?
- What is the process of human reproduction from conception to birth?
- What are some methods of family planning? *Note: Check to see if your district chose abstinence-only or abstinence-plus (see law – House Bill 999 – Appendix G).*

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Summarize how genetic traits are passed on from one generation to another.</b> <sup>(DOK 2, NHES1)</sup>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.	Summarize how genetic traits are passed on from one generation to another.  Show and have the students discuss how genes are passed from parents to their children by putting a diagram on the board. Use uppercase and lowercase letters to represent dominant and recessive genes.	Written Test  Student Class Participation Rubric – Appendix A
b. Identify various genetic and environmental birth defects.	Using the Internet, have students research a specific birth defect and prepare an oral report that includes description, causes, detection, and treatment of the birth defect.	Presentation Assessment Rubric – Appendix A

<b>Competency 2: Examine health practices to be considered before, during, and after pregnancy.</b> <sup>(DOK 2, NHES5)</sup>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. List reasons that parents decide to have children.	Examine health practices to be considered before, during, and after pregnancy.  Have students brainstorm reasons that parents decide to have children.	Evaluate students' knowledge of health practices to be considered before, during, and after pregnancy.  Observe student participation in class discussion.  Student Class Participation Rubric – Appendix A
b. Discuss various methods of family planning. <i>Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi House Bill 999 – Appendix G)</i>	Invite a nurse from the school or health department. Have students participate in class discussion.  Have students summarize the guest speaker's presentation in a written report, and grade.	Guest Speaker Evaluation Forms – Appendix A  Written Report Rubric – Appendix A.
c. Explain the process of human reproduction from conception to birth.	Have students participate in class discussion on the importance of prenatal development using models, diagrams, or charts.	Observe student participation in class discussion.  Student Class Participation Rubric – Appendix A

d. Describe the stages of the birth process.	Invite a guest speaker to describe the stages of the birth process.	Guest Speaker Evaluation Forms – Appendix A
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**Competency 3: Identify physical, mental, and emotional changes that occur from childhood through adolescence.** (DOK 1, NHES1)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Trace developmental stages of infancy, childhood, and adolescence.	<p>Identify physical, mental, and emotional changes that occur from childhood through adolescence.</p> <p>Divide the class into groups and role-play various assigned developmental stages from childhood through adolescence.</p>	<p>Observe student participation in class discussion.</p> <p>Student Class Participation Rubric – Appendix A</p> <p>Role-play or Skit Rubric – Appendix A</p>
b. Name the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.	<p>Divide the class into groups and have students create a skit portraying the physical, mental, and emotional changes that occur during adolescence.</p>	<p>Observe student participation in skit and grade.</p> <p>Role-play or Skit Rubric – Appendix A</p>

**Competency 4: Examine the aging process from adulthood through death.** (DOK 2, NHES1)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the tasks and characteristics of adulthood.	<p>Examine the aging process from early adulthood through late adulthood.</p> <p>Divide the class into groups and brainstorm tasks and opportunities of young, middle, and older adults.</p> <p>Have students interview adults in various stages of life and compile interview information for class discussion.</p>	<p>Observe participation in class discussion.</p> <p>Student Class Participation Rubric – Appendix A</p>
b. Identify ways to cope with death and dying.	<p>Invite a guest speaker (i.e., hospice professional or grief counselor) to explain the coping mechanisms used during and after the dying process.</p> <p>Have students summarize guest speaker's presentation using Guest Speaker form (Appendix A).</p>	<p>Guest Speaker Evaluation Forms – Appendix A.</p> <p>Unit Test</p>



# Performance Task

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## **Performance Task Title: Class Project – Teen Survey – Abstinence vs. Being Sexually Active**

Objective: Students will gain knowledge concerning teen pregnancy and sexually transmitted diseases in Mississippi and gain information concerning the opinions of high school students about remaining abstinent-vs.-engaging in sexual activity.

Students will research teen pregnancy and STD data for the state of Mississippi using the following data sites: <http://msdh.ms.gov/phs/stat2009.htm> and [http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59\\_01.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_01.pdf).

Using this data and information presented in the Human Growth and Development Unit, students will create an anonymous opinion survey about sexual activity vs. remaining abstinent. The survey should include no more than ten questions and the survey should be simple to complete. The students, with teacher assistance, will request permission to distribute the survey to students at their school.

*Note: There may be better survey results if teachers distribute the surveys in homeroom classes.*

Once the surveys are collected, the class will work together to compile the results. Each student will prepare a two-page report giving their thoughts about the survey. The report should include a discussion of the survey results and the compiled data.

## **Attachments for Performance Task**

Plans for abstaining – <http://www.abstinence.net/>

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

# Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following website:

<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Human Growth and Development are listed below.

- Genetic Disorders – Cystic Fibrosis – H-887
- Genetic Disorders – Sickle-Cell Anemia – H-886
- DNA is the Map For You – H-883
- Death is a Part of Life – H-868
- Onward to Adulthood – H-833
- Growth and Change – H832
- Infancy and Children – H-815
- Joining the World – H-814
- This is Where it all Begins – H-792
- The Female Reproductive System – H-790
- The Male Reproductive System – H-788
- I Want a Family...Just Not Now – H-609
- I'm a Character – H-152
- Live and Let Die – Part 2 – Healthy Choices – H-123
- Never Forget Where You Came From – H-232

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Human Growth and Development. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *Taking Down Syndrome to School*  
Author – Jenna Glatzer  
Publisher – JayJo Books
2. *Taking Seizure Disorders to School – a Story about Epilepsy*  
Author – Kim Gosselin  
Publisher – JayJo Books

# Unit 5: Disease Prevention And Control

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- identify types of common communicable diseases.
- describe how to protect against various pathogens.
- understand the function of the immune system.
- identify common sexually transmitted diseases.
- explain the prevention and treatment of sexually transmitted diseases.
- describe the symptoms, mode of transmission, prevention, and treatment of HIV and AIDS.
- identify the causes, transfer, and prevention of noncommunicable diseases.

### Essential Questions

- What are the four kinds of pathogens?
- How are pathogens spread?
- What are the five major barriers that protect the body from infection?
- What is the best way to avoid getting STDs?
- What is the difference between HIV and AIDS?
- Name at least six noncommunicable diseases?
- How can noncommunicable diseases be treated?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Recognize the causes, transfer, and control of common communicable diseases.</b> <sup>(DOK 1, NHES2)</sup>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify the pathogens that cause communicable disease and how they are transmitted.	Explain the difference between the types of pathogens.	Written Test
b. Describe the transmission, symptoms, treatment, and prevention of communicable diseases.	Explain the causes, transfer, and control of common communicable diseases.  Have students create pamphlets illustrating causes, stages, treatment, and prevention of communicable diseases.	Observe student presentation of pamphlet.  Presentation Assessment Rubric – Appendix A  Written Test
a. Describe the function of the immune system.	Discuss the five major barriers that protect the body from infection.	Written Test

<b>Competency 2: Recognize the ways to prevent HIV infection and STDs.</b> <sup>(DOK 1, NHES2)</sup>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Describe the symptoms, mode of transmission, and prevention and treatment of sexually transmitted diseases. <i>Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 – Appendix G)</i>	Recognize the ways to prevent STDs.  Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STDs.  Have students write a short story on a teenager who has acquired an STD.	Observe student participation in class discussion led by guest speaker.  Guest Speaker Evaluation Forms – Appendix A  Grade completion of short story assignment.  Written Report Checklist or Rubric – Appendix A.  Written Test
b. Describe the symptoms, mode of transmission, prevention, and treatment of HIV and AIDS. <i>Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 – Appendix G)</i>	Divide the class into groups. Provide open-ended statements about HIV. Each groups selects a spokesperson to share ideas with the class.  Correlate current HIV-infection data and extrapolate infection trends for the current year.	Observe student participation in class discussion.

**Competency 3: State causes, signs, and control of noninfectious diseases.** (DOK1, NHES1)

<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Name the different kinds of cardiovascular diseases and their risk factors.	State causes, signs, and control of noninfectious diseases.  Divide the class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures.	Observe student participation in and completion of poster activity.  Poster Rubric – Appendix A.
b. Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.	Invite a medical professional to discuss breast and testicular cancer and demonstrate procedures using models or instructional video (gender separation recommended).  Have students write down and complete the following statements: Cancer is...; Cancer may be...; Cancer is not....	Observe student participation in class discussion led by guest speaker.  Guest Speaker Evaluation Forms – Appendix A
c. Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases including those requiring, long-term care.	Invite a medical professional to discuss diabetes, arthritis, other chronic diseases, and how to establish a healthy lifestyle at an early age.  Have students create and record a public service announcement on the prevention of diabetes, arthritis, or other chronic diseases.	Guest Speaker Evaluation Forms – Appendix A  Public Service Rubric  Give Unit Test on disease prevention and control.

## Performance Task

### Performance Task Title: Communicable Diseases – One-Act Play

Objective: Students will gain knowledge concerning the immune system and how it fights off infection.

Using the information presented in the Disease Prevention and Control Unit, the teacher will divide the class into small groups and ask each group to create a one-act play that presents the immune system's specific response to infection. Instruct students that plays can be created as a dramatic mystery or as a comedy, but every one-act play should inform the audience about the immune system's response. Have groups perform their plays for the class.

### Performance Task Title: Non-communicable Diseases – Epinephrine

Objective: Students will gain knowledge concerning how allergic reactions can be treated with epinephrine.

Using the textbook from the Disease Prevention and Control Unit, the teacher will ask a volunteer to read aloud the description of epinephrine and how it is used to treat the symptoms of a severe allergic reaction. The teacher will then explain that epinephrine is a hormone that is naturally produced by the adrenal gland and that, as a medicine, epinephrine has several purposes, one of which is to treat allergies. Divide the class into pairs and ask each pair to research epinephrine using library or online resources. Students should answer these questions during their research: What is epinephrine? How does it help severe allergic reactions?

Have students prepare a brief report of their findings. Ask volunteers to share what they have learned.

### **Performance Task Title: Sexually Transmitted Diseases (STDs)**

Objective: Students will gain knowledge concerning sexually transmitted diseases.

The teacher will divide the class into seven groups, assigning each group one of the common STDs discussed in the text. Challenge each group to prepare a short lesson about its assigned STD. Then have each group take a turn teaching the class about that STD.

### **Attachments for Performance Task**

Role-Play or Skit Rubric – Appendix A

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

Various Web sites

Textbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glenco/McGraw Hill.

## **Supplementary Lesson Plans**

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Supplementary lesson plans can be found at the following Web site:

<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Disease Prevention and Control are listed below.

Live and Let Die – Part 1 – Mortality – H122

And You Are... – H142

Communicable Diseases – Part 1 – Invasion of the Healthy B – H174

Just Shot Me – H175

Diabetes – How Sweet it Isn't – H181

Cardiovascular Disease – Lookin' for a Heartbeat – H182

What's All the Hype...ertension? – H183

STDon'ts 1, 2, and 3 – H211, 212, and 213

AIDS, Parts 1, 2, and 3 – H223, 224, and 225

Take Care of Your Skin. It's the Only One You've Got – H466

What's Bugging You? – H842

Something's Bugging Me – H877

What Harm Can a Little Flea Do? – H878  
Sugar Isn't Sweet for Everyone – H885

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Disease Prevention and Control. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Ana's Story: A Journey of Hope*  
Author – Jenna Bush  
Publisher – Harper-Collins
2. *The Naked Truth*  
Author – Marvelyn Brown  
Publisher – Harper-Collins
3. *It Happened to Nancy*  
Author – Beatrice Sparks  
Publisher – Avon Books
4. *Taking Diabetes to School*  
Author – Kim Gosselin  
Publisher – JayJo Books
5. *Germs Make Me Sick*  
Author – Melvin Berger  
Publisher – Harper-Collins
6. *Taking Cancer to School*  
Author – Cynthia S. Henry and Kim Gosselin  
Publisher – JayJo Books

# Unit 6: Nutrition And Fitness

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- learn to make responsible food choices.
- determine food sources for each of the six classes of nutrients and the function they play in the human body.
- explain the path of food through the digestive systems.
- evaluate meal plans by calculating caloric value.
- identify diseases associated with poor nutrition.
- explain the physical and psychological benefits of exercise.
- identify the four parts of physical fitness and the two types of exercise.
- develop skills needed to achieve lifetime fitness.

### Essential Questions

- How do responsible food choices lead to nutritional health?
- How does a regular fitness plan benefit a person physically and psychologically?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.



# Suggested Learning Experiences

<b>Competency 1: Summarize how responsible food choices lead to nutritional health.</b> (DOK 2, NHES1)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Explain the organization of MyPlate.	Make responsible food choices using MyPlate.  Have students participate in class discussion and invite resource person (dietician, food service director, etc.) to class.	Observe student participation in class discussion.  Student Class Discussion Rubric – Appendix A
b. Identify six classes of nutrients and describe their functions in the human body.	Write a list of nutrients on the board and have students participate in class discussion of the nutrients and their functions in the human body.  Ask students to write a report researching a specific nutrient. Have them include the function and food source of the nutrient in their report.	Written Report Rubric – Appendix A
c. Trace the path of food through the digestive system.	Show the anatomy of the digestive system (model, chart, or transparency) and have students trace flow of food throughout the system.	Observe student participation in activity and class discussion.  Student Class Discussion Rubric – Appendix A
d. Identify kinds of information provided on a food label.	Have students bring in food labels and facilitate class discussion.	Observe student participation in activity and class discussion.  Student Class Discussion Rubric – Appendix A
e. Create a daily meal plan for students' own families and calculate the number of calories	Have students record daily meals and calculate number of calories for each meal.  Based on results, have students create a healthier meal plan for their families.	Evaluate meal plans.
f. Recognize diseases associated with poor nutrition.	Discuss how poor nutrition leads to disease (diabetes, heart disease, obesity, etc.).  Create a brochure on the connection between nutrition and disease.	Brochure Rubric – Appendix A

<b>Competency 2: Discover the importance of fitness.</b> (DOK 2, NHES1, NHES6)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Explain the physical and psychological benefits of exercise.	Have students research the benefits that exercise provides for physical, mental and emotional, and social health.	Observe participation in class discussion.  Student Class Discussion Rubric – Appendix A

	Have students participate in a class discussion on exercise and write ideas on the board.	
b. Develop a regular plan of exercise using the four parts of physical fitness and two types of exercise.	Describe exercises that improve strength, endurance, flexibility, and body composition (guest speaker).  Have students participate in small-group brainstorming sessions using different forms of aerobic and anaerobic exercise.  Have students use the FITT (Frequency, Intensity, Time, and Type) principle to develop a personal exercise plan.	Evaluate Fitness Plan.  Give Unit Test on nutrition and fitness.
c. Develop skills needed to achieve lifetime fitness.	Have students complete physical fitness tests that assess fitness components (strength, endurance, flexibility, etc.).	Fitness Test

## Performance Task

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### Performance Task Title: Personal Exercise Plan for 5K Run/Walk Race

Objective: Students will develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and a nutrition components and will be shared with the class in an oral report.

#### a) Fitness

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.
  - a. What three assessments should be performed to determine your fitness level?
  - b. What activities can be used to measure each?
2. From the information gathered in the pre-assessment, use the FITT principle to develop the training plan.

#### b) Nutrition

3. Identify each food group and the number of servings of each that is needed for proper health according to age, gender, and activity level.
4. Using the food groups, identify where each of the six nutrients may be found.
5. Using the food groups and recommended number of servings from each group, construct one day of meals divided into breakfast, snack, lunch, snack, and dinner. Then show how the meal of your choice would appear on MyPlate. (Answers will vary.)
6. Select one food from your day of meals and trace it through the digestive tract.
7. In your written discussion, explain
  - a. the roles that nutrients play in helping you reach your fitness goal.
  - b. how exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits. (Answers should be in-line with earlier class discussion on these two topics.)
8. Share your findings with the class in a short oral report.

### Attachments for Performance Task

Answer Key for Fitness Level – Appendix A

Written Report Assessment Rubric – Appendix A

Oral Report Rubric – Appendix A

# Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following Web site:  
<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Nutrition and Fitness are listed below.

You are What You Eat – H138  
What You are is What You Eat – H227  
It's So Good, But is it Good for You? – H228  
The Importance of Good Health – Vocabulary Builder – H231  
You'd Better Know What You're Eating – H236  
Eating Cabbage Soup on South Beach with Dr. Atkins While Watching Weight – H241  
There are no Shortcuts to Glory – H243  
Let's Get Physical – H451  
Exercise and Your Health – H576  
More Exercise and Your Health – H577  
Read My... – H578  
Fitness Should be Fun...Not Dangerous – H585

## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Nutrition and Fitness. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Want Fries With That?: Obesity and the Supersizing of America*  
Author – Scott Ingram  
Publisher – Franklin Watts, 2005  
ISBN – 0531167569
2. *Gregory, the Terrible Eater*  
Author – Mitchell Sharmat  
Publisher – Simon and Schuster Books for Young Readers
3. *Murphy Meets the Treadmill*  
Author – Harriet Ziefert  
Publisher – Houghton Mifflin

# Unit 7: Substance Abuse Prevention

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- understand the effects of tobacco usage.
- explain the short- and long-term effects alcohol has on individuals, their families, and society.
- identify legal and illegal drugs.
- explain the benefits of medicines and harmful effects of drugs.
- describe the dangers associated with the use of inhalants.
- demonstrate ways to help a friend dependent on drugs or inhalants.

### Essential Questions

- Why do people continue to smoke when they know the dangers?
- What are some short- and long-term effects of alcohol on the body?
- How do legal drugs differ from illegal drugs?
- What are some harmful effects of drugs and the benefits of medicines?
- How are some common types of dangerous inhalants used today?
- What techniques can you use to refuse drugs or inhalants?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Examine the health hazards of tobacco.</b> (DOK 3, NHES7, NHES8)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. List major reasons why people either abstain from or use tobacco.	<p>Present the health hazards of tobacco.</p> <p>Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking.</p>	<p>Observe student participation in class discussion.</p> <p>Student Class Discussion Rubric – Appendix A</p>
b. Describe long-term effects of tobacco use and the dangers of smoking.	<p>Show diagrams of a normal lung and a cancerous lung.</p> <p>Have students write a report on the effects of tobacco usage.</p>	<p>Grade the written reports.</p> <p>Written Report Checklist or Rubric – Appendix A.</p>

<b>Competency 2: Summarize the health hazards of alcohol.</b> (DOK 2, NHES7, NHES8)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify the short- and long-term effects of alcohol on the body.	<p>Present the health hazards of alcohol.</p> <p>Have students participate in class discussion on short- and long-term effects of alcohol on the body.</p> <p>Have students write articles about the health risks and dangers of using alcohol to submit to the school newspaper.</p>	<p>Evaluate articles.</p> <p>Written Report Checklist or Rubric – Appendix A.</p>
b. Explain the impact of alcohol on alcoholics, their families, and society.	<p>Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products.</p> <p>Have students post examples of alcohol advertisements around the room.</p>	<p>Observe student participation in class discussion.</p> <p>Student Class Discussion Rubric – Appendix A</p>

<b>Competency 3: Analyze the health hazards of drugs and the benefits of medicines.</b> (DOK 3, NHES7, NHES8)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Differentiate between legal and illegal drugs and explain the benefits of medicines and harmful effects of illegal drugs.	<p>Present the health hazards of drugs.</p> <p>Invite a law enforcement officer to discuss and display legal and illegal drugs and their effects on the body.</p> <p>Have students prepare a short written summary of the presentation.</p>	<p>Grade the written assignment.</p> <p>Written Report Checklist or Rubric – Appendix A</p> <p>Guest Speaker Evaluation Forms – Appendix A</p>

b. Describe the side effects of drugs and how drugs are commonly abused.	Show a video that discusses the side effects of drugs and how drugs are commonly abused.  Have students discuss the video.	Observe student participation in class discussion.  Student Class Discussion Rubric – Appendix A
c. Illustrate how drug use, misuse, and abuse cause problems in society.	Invite drug task force and mental health personnel to lead class discussion on various drug topics.	Observation  Guest Speaker Evaluation Forms – Appendix A
d. Explain how medicines benefit the life of human beings.	Invite health professional to lead class discussion on the proper use of medicine.	Observation  Guest Speaker Evaluation Forms – Appendix A

**Competency 4: Illustrate the health hazards of inhalants.** (DOK 1, NHES7, NHES8)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss various types of inhalants and identify dangers associated with the use of inhalants.	Have students participate in a KWL (What I Know, What I Want to Know, and What I Learned) activity.  Introduce various types of inhalants.  Have students research the various types of inhalants and list dangers associated with the use of inhalants.  Have students use this information to develop a poster on inhalants and the dangers associated with inhalants.	Observation of students  Poster Rubric – Appendix A

**Competency 5: Discuss refusal and intervention skills.** (DOK 1, NHES4, NHES7)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Develop refusal skills for all forms of drugs and inhalants.	Discuss refusal and intervention skills.  Divide the class into small groups and create a public service announcement (PSA) emphasizing ways to refuse all forms of drugs and inhalants.	Evaluate PSA and student participation.  Public Service Announcement Rubric – Appendix A
b. Demonstrate ways to intervene and help a drug-dependent friend.	Have students compile a list of agencies and individuals available to assist with the treatments for drug dependency.  Role-play ways to help a drug-dependent friend.	Evaluate list.  Role-play or Skit Rubric – Appendix A  Give Unit Test.
c. Describe how individuals can help reduce the misuse and abuse of drugs.	Invite drug task force and mental health personnel to lead class discussion on various drug topics.	Guest Speaker Evaluation Forms – Appendix A

<p>d. Explain how alcohol and drugs can increase the vulnerability to unwanted sexual advances.  <i>Note: Check to see if your district chose abstinence-only or abstinence-plus.  (Mississippi House Bill 999 – Appendix G)</i></p>	<p>Discuss the effect that alcohol and drugs have on the central nervous system that alters a person’s ability to think clearly and to reason.</p> <p>Discuss sex, drugs, and alcohol and the impact of the media on each, both positively and negatively.</p> <p>Have students brainstorm ways that they can avoid becoming vulnerable to unwanted sexual advances.</p> <p>Have students research and report on MS laws that relate to unwanted sexual advances.</p>	<p>Presentation Rubric – Appendix A</p>
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## Performance Task

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### Performance Task Title: Here's What Drugs Can Do For You!

Objective: Students to will demonstrate the effects of drugs on society, especially on young people.

The teacher will lead the students as they work in cooperative groups of five to six students, each to create cemetery headstones from cardboard boxes. The headstones will be for famous celebrities who have died from drug and alcohol abuse. The students will place the headstones around the school building and the school grounds to illustrate how deadly drugs can be. The students should especially focus on young celebrities who have died to show that it can happen to young people their age.

The evaluation of the task will consist of the teacher observing the students as they work in their groups. The teacher critiques the final project (a celebrity headstone) for artistic creativity as well as emotional impact.

### Attachments for Performance Task

Poster Rubric – Appendix A

## Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following Web site:

<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Substance Abuse Prevention are listed below.

- Alcohol + Brain = Trouble – H-412
- All That Health...Up In Smoke – H-267
- Do You Want This In Your Body? – H-269
- DUI and You May Die – H-414
- How 'Bout a Chaw? – H-353
- No Smoking in Our Town – H-271
- Under Age...and Under Arrest – H-384
- What's Hiding In That Bottle? – H-355

Generation Free (FREE) Grades 9-12 –  
Lesson 13 – H-1268  
Generation Free (FREE) Grades 9-12 –  
Lesson 12 – H-1287  
Generation Free (FREE) Grades 9-12 –  
Lesson 9 – H-1284  
Generation Free (FREE) Grades 9-12 –  
Lesson 8 – H-1283  
Go Ahead and Smoke...I Know You Want To  
Be Cool! – H-268  
Just Because You Smoke, Don't Pollute My  
Air! – H-270  
When Drinking Goes Too Far – H-890  
Whiskey, Wine, and Beer...They're All  
Dangerous – H-385



## Health Literacy – Using Books to Teach Health Concepts and Skills

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Books listed below can be used while teaching the unit on Substance Abuse Prevention. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *The House That Crack Built*  
Author – Clark Taylor  
Publisher – Chronicle Books
2. *In a Perfect World*  
Author – Marie Lindquist  
Publisher – Hazelden  
ISBN – 978-0894867750
3. *Choosing the Best Path*, 4th Edition  
Copyright 2008  
Publisher – Choosing the Best  
ISBN –978-0-9724890-2-7 (Student)  
ISBN – 978-0-9724890-5-8 (Leader/teacher)
4. *Choosing the Best Life*, 4th Edition  
Copyright 2008  
Publishing – Choosing the Best  
ISBN – 0-9724890-1-0 (student)  
ISBN – 978-0-9724890-7-2 (Leader/teacher)

# Unit 8: Community And Environmental Health

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- identify community health-care agencies.
- identify health-care careers.
- describe the importance of family medical records.
- describe the causes and effects of pollution.
- identify how to keep air and water clean.
- describe ways to conserve natural resources.
- list organizations that protect the environment.
- demonstrate decision-making skills to choose environmentally friendly products.

### Essential Questions

- What services do community health-care agencies provide?
- What are five health career opportunities?
- Why is it important to have medical history information available for each member of a family?
- What is pollution?
- How can pollution, natural disasters, over-population, and community violence affect our environmental health?
- What are the biggest sources of air, water, noise, radiation, and ground pollution? What are ways to prevent these types of pollution?
- What is conservation, and why is it important?
- What are ways to conserve heat, electricity, and water?
- What government agencies help protect people from environmental dangers?
- What is the green movement, and why is it important?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Identify community health-care agencies, health careers, and the importance of family medical records.</b> (DOK 1, NHES3)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Describe organizations and services that assist the community and individuals in health promotion.	Identify community health-care agencies and their functions.  Have students participate in a class discussion about community health-care agencies, their functions, and services provided.	Observe student participation in class discussion.  Student Class Discussion Rubric – Appendix A
b. List career opportunities in health.	Divide students into groups and assign each group a specific health career to research and present to the class.	Presentation Rubric – Appendix A
c. Explain the importance of family medical records.	Discuss the value of family medical history.  Have students complete the generic family medical form from a specific scenario.	Case Study/Scenario Rubric and Medical History Worksheet – Appendix A

<b>Competency 2: Explain how the environment affects people and how people affect the environment.</b> (DOK 2, NHES1)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Determine how pollution, natural disasters, over-population, and community violence affect our environmental health.	Explain how the environment affects people and how people affect the environment.  Have students participate in a class discussion and list the environmental threats found in the local community.  Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class.	Observe student participation in class discussion, participation in class activity, and presentation of an oral report to the class.  Presentation Rubric – Appendix A
b. Name sources of air, water, noise, radiation, and ground pollution.	Have students create bumper-sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground.  Invite a guest speaker (DEQ – Department of Environmental Quality) to discuss various pollution issues.	Evaluate bumper sticker/slogan.  Guest Speaker Evaluation Forms – Appendix A
c. Describe government agencies that protect the environment.	Have students participate in class discussion. Include the names of government agencies that protect the environment and explain the functions of the agencies.	Observe student participation in class discussion.  Student Class Discussion Rubric – Appendix A

		Give Unit Test on community and environmental health.
d. Identify the importance of conserving natural resources and the green movement.	Discuss the importance of “going green.” Create a flyer with ideas and tips on how to use the “going green” concepts.	Brochure Rubric – Appendix A

## Performance Task

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### Performance Task Title: Pollution – What Can We Do?

Objective: Students will gain knowledge concerning methods to reduce pollution.

The teacher will have students choose one method of reducing air and water pollution, either from the text or from another source. Instruct them to write a plan that will incorporate this method of reducing pollution into their daily lives. The teacher will instruct the students to try the method in their daily lives for 5 days, have them write about the experience, and compare the new experience to their old habits. Encourage students to evaluate the impact of their change on the environment.

### Attachments for Performance Task

Textbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Workbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Written Report Assessment Rubric – Appendix A

## Supplementary Lesson Plans

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Supplementary lesson plans can be found at the following Web site:

<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Community and Environmental Health are listed below.

What Public Health Services Are There to Help You? – H568

Just Because You Smoke, Don't Pollute My Air! – H270

# Unit 9: Safety And First Aid

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will

- explain how to stay safe at home and school.
- develop safe habits.
- describe how to avoid injuries.
- explain how to stay safe during severe weather.
- identify various weather emergencies and natural disasters.
- explain universal precautions.
- identify the steps to take in an emergency.
- assemble a first aid kit.
- explain first aid treatments for common injuries.
- recognize when to call for medical assistance.
- explain different kinds of life-threatening emergencies.
- identify the symptoms of shock.
- explain how to help someone who is choking.

### Essential Questions

- What are the strategies for preventing accidents at home and school?
- What are universal precautions?
- What are four kinds of weather emergencies?
- What is the difference between a weather watch and a weather warning?
- What are the four universal precautions to take when administering first aid?
- How can you help an injured person until professional medical help arrives?
- What are the symptoms of heat exhaustion?
- What are the symptoms of heat stroke?
- What is the universal sign for choking?

- What are the symptoms of shock?

## Vocabulary

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Vocabulary terms and definitions can be found in Appendix B.

## Suggested Learning Experiences

<b>Competency 1: Discuss promotion of safety and prevention of accidents.</b> <small>(DOK 1, NHES1)</small>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Describe behaviors that promote home safety.	<p>Discuss promotion of safety and prevention of accidents.</p> <p>Divide class into small groups to brainstorm ideas for prevention of accidents in the home.</p>	<p>Observe student participation in class discussion and brainstorming session.</p> <p>Student Class Discussion Rubric – Appendix A</p>
b. Describe ways to prepare for natural disasters in the community.	<p>Have students participate in class discussion on potential natural disasters (earthquake, tornadoes, etc.).</p> <p>Divide the class into groups and have each group develop a plan to cope with each disaster listed above.</p>	<p>Observe student participation in class discussion and completion of written assignment.</p> <p>Student Class Discussion Rubric – Appendix A</p> <p>Written Report Rubric or Checklist – Appendix A</p>
c. Identify basic safety rules that help prevent accidents at work and school.	<p>Have students participate in a class discussion, review school safety and emergency rules and procedures, and write safety rules on the board.</p> <p>Discuss Senate Bill 2473 (Nathan’s Law) regarding use of a cellular phone while driving (see Senate Bill 2472 in Appendix H).</p>	<p>Observe student participation in class discussion.</p> <p>Student Class Participation Rubric – Appendix A</p>
d. Recognize recreational-related injuries and how to prevent them.	<p>Discuss common recreational-related injuries (sprains, cuts and bruises, fractures, heat exhaustion, heat stroke, hypothermia, etc.).</p> <p>Invite a professional to speak to students about common recreational-related injuries.</p>	<p>Observation of students.</p> <p>Guest Speaker Evaluation Forms – Appendix A</p>
e. Explain ways to promote vehicle safety, including regular use of seat belts for all ages.	<p>Invite a guest speaker (EMT, etc.) to discuss automobile accidents he or she has worked where the victims could have been saved if seat belts had been used.</p> <p>Have students participate in a class discussion on the importance of driver’s education.</p>	<p>Guest Speaker Forms – Appendix A</p> <p>Student Class Participation Rubric – Appendix A</p>

<p>f. Recognize dangerous situations, including rape, assault, misuse of social networking, and gang-related activities, and how to avoid them <i>Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999–Appendix G)</i></p>	<p>Have students research dangerous situations.</p> <p>Group students by situation and have them create a fact sheet or poster on measures to avoid dangerous situations.</p> <p>Invite a guest speaker (police officer) to discuss recognizing and avoiding violent situations.</p>	<p>Poster Rubric – Appendix A</p> <p>Guest Speaker Evaluation Forms – Appendix A</p>
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**Competency 2: Discuss and demonstrate procedures for emergency situations.** (DOK 2, NHES3)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Identify, assess, and learn to respond to emergency situations using CPR procedures and an AED.</p> <p><i>Note: Senate Bill 2185, signed into law in 2015, mandates that CPR/AED instruction is required for high school graduation.</i></p>	<p>Discuss and demonstrate procedures for emergency situations including CPR using American Heart Association Guidelines.</p> <p><a href="http://bethebeat.heart.org/">http://bethebeat.heart.org/</a> (click on Lesson Plans)</p> <p>Use resources found on the Office of Healthy Schools website <a href="http://www.mde.k12.ms.us/ohs/home">http://www.mde.k12.ms.us/ohs/home</a> to teach CPR/AED as required by law.</p> <p>Invite guest speaker/trainer to supplement classroom instruction. An appropriate guest should have expertise in CPR/AED training such as: nurse, EMT, AHA/Red Cross trainer, or hospital based educator.</p>	<p>Observe student participation in skills and class discussion.</p> <p>Guest Speaker Evaluation Forms – Appendix A</p>
<p>b. Assemble contents of a basic first aid kit.</p>	<p>Discuss and demonstrate how to assemble a first aid kit for the class.</p> <p>Have students assemble a small first aid kit.</p>	<p>Observe student participation.</p>
<p>c. Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.</p>	<p>Have guest speaker demonstrate and discuss first aid emergency procedures to class.</p> <p>Have students demonstrate first aid procedures.</p>	<p>Give Unit Test on safety and first aid.</p>

## Performance Task



## **Performance Task Title: First Aid Training and You!**

Objective: Students will be trained in basic first aid using American Red Cross First Aid Training.

The teacher will have a representative from the American Red Cross instruct the class on basic first aid. The representative will also give instruction on the procedures for being a first responder in any emergency situation. (Note: This may be taught by the instructor if he or she is Red Cross Certified.) Students will demonstrate their skills by role-playing an emergency situation.

### **Attachments for Performance Task**

Role-Play or Skit Rubric – Appendix A

## **Supplementary Lesson Plans**

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Supplementary lesson plans can be found at the following Web site:  
<http://www.mde.k12.ms.us/ohs/home> - (click on Health In Action)

Lessons plans for teaching Safety and First Aid are listed below.

Healthy Eyes Relay – H139  
All Families Are Not the Bradys – H258  
I Can Protect Myself – H262  
Safe Schools – H265  
Home Safe Home – H420  
Be Road Safe – H428  
I Don't Think We're In Kansas Anymore! – H429  
A Safe Home is a Happy Home! – H430  
Let's Get Physical – H451  
Halloween...Make It Scary But Safe – H491  
What Public Health Services Are There to Help You? – H568  
Antrrax Isn't Just a Rock Band! – H880

## **Health Literacy – Using Books to Teach Health Concepts and Skills**

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The book listed below can be used while teaching the unit on Safety and First Aid. It may be helpful for introducing unit topics or as a source of student-prepared oral or written reports, either for regular or extra-credit assignments.

1. *Mick Harte was Here*  
Author – Barbara Park  
Publisher – Yearling

# Unit Resources

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## **Unit 1 – Personal and Consumer Health**

- Books:** Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.
- Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

## **Unit 2 – Mental Health**

- Books:** Pruitt, B. E., Allegrante, J. P., & Prothrow-Stith, D. (2007). *Prentice hall health*. Saddle Creek, NJ: Pearson.
- Online:** Educational Videos – <http://streaming.discoveryeducation.com/>  
Education Weekly – [www.edweek.org](http://www.edweek.org)  
Health – <https://www.thehealthatoz.com>  
Health – [www.KidsHealth.org](http://www.KidsHealth.org)  
Health Resources – [www.pbs.org/teachers/](http://www.pbs.org/teachers/)  
Mental Health – [www.mentalhealth.com](http://www.mentalhealth.com)  
Mental Disorders – [www.webmd.com/mental-health/default.htm](http://www.webmd.com/mental-health/default.htm)  
Teens Health – [www.teenshealth.org/](http://www.teenshealth.org/)  
Teaching Resources – <https://classroommentalhealth.org/>
- Other:** Pruitt, B. E. (Author). (2007). *Health: Teens talk video series* [DVD]. Saddle River, NJ: Discovery Education, Prentice Hall Health.

## **Unit 3 – Social and Family Health**

- Book:** Merki, M. B. & Merki, D. (2002). *A guide to wellness*. New York, NY: Glencoe.

## **Unit 4 – Human Growth and Development**

No Additional Resources

## **Unit 5 – Disease Prevention and Control**

- Book:** Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2*. New York, NY: Glencoe/McGraw Hill.
- Online:** Health – <https://www.mheducation.com/prek-12/program/glencoe-health-2022/MKTSP-GIF04MO.html>

## **Unit 6 – Nutrition and Fitness**

- Book:** Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.
- Journals:** *The Journal of Physical Education  
Recreation & Dance*
- Online:** American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)  
Digestive Tract – [www.medtropolis.com/vbody.asp](http://www.medtropolis.com/vbody.asp)

Kids Health for Teens – <http://kidshealth.org>  
Fitness for Life – [www.fitnessforlife.org/highschool](http://www.fitnessforlife.org/highschool)  
MyPlate nutritional information – [www.choosemyplate.gov](http://www.choosemyplate.gov)

### **Unit 7 – Substance Abuse Prevention**

**Book:** Merki, M. B. & Merki, D. (2007). *A guide to wellness*. New York, NY: Glencoe.

**Other:** Natural High Educational Network (Producer). (2009). *Natural high* [DVD]. La Jolla, CA: Sundt Memorial Foundation.

Drunk Busters of America (Producer). (2003). *Just call me crash: The Denise Wagoner story* [DVD]. Brownsville, WI: Drunk Busters of America, LLC.

HBO-Family (Producer). (2005). *Smashed: Toxic tales of teens and alcohol* [DVD]. Studio City, CA: RADD/HBO-Family.

### **Unit 8 – Community and Environment Health**

**Book:** Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2*. New York, NY: Glencoe/McGraw Hill.

**Online:** Health – <https://www.mheducation.com/prek-12/program/glencoe-health-2022/MKTSP-GIF04MO.html>

### **Unit 9 – Safety and First Aid**

**Books:** Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007) *Teen health*. Woodland Hills, CA: Glencoe/McGraw Hill.

# Student Competency Profile

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Student's Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Personal and Consumer Health</b>		
	1.	Describe ways to achieve and maintain a healthy lifestyle. (DOK 1)
	2.	Demonstrate the ability to use goal setting and decision making skills to enhance health. (DOK 3)
	3.	Recognize the benefits of being a wise consumer. (DOK 2)
	4.	Analyze the influence of culture, media, technology, and other factors on health. (DOK3)
<b>Unit 2: Mental Health</b>		
	1.	Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. (DOK2)
	2.	Describe how stress influences mental health. (DOK1)
	3.	Define functional and organic mental disorders and state controls for each. (DOK1)
<b>Unit 3: Family/Social Health</b>		
	1.	Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. (DOK1)
	2.	Describe why the family is the basic social unit of society. (DOK1)
<b>Unit 4: Human Growth and Development</b>		
	1.	Summarize how genetic traits are passed on from one generation to another. (DOK2)
	2.	Examine health practices to be considered before, during, and after pregnancy. (DOK2)
	3.	Identify physical, mental, and emotional changes that occur from childhood through adolescence. (DOK1)
	4.	Examine the aging process from adulthood through death. (DOK2)
<b>Unit 5: Disease Prevention and Control</b>		
	1.	Recognize the causes, transfer, and control of common communicable diseases. (DOK1)
	2.	Recognize the ways to prevent HIV infection and STDs. (DOK1)
	3.	State causes, signs, and control of noninfectious diseases. (DOK1)
<b>Unit 6: Nutrition and Fitness</b>		
	1.	Summarize how responsible food choices lead to nutritional health. (DOK2)
	2.	Discover the importance of fitness. (DOK2)
<b>Unit 7: Substance Abuse Prevention</b>		
	1.	Examine the health hazards of tobacco. (DOK3)

	2.	Summarize the health hazards of alcohol. (DOK2)
	3.	Analyze the health hazards of drugs and benefits of medicines. (DOK3)
	4.	Illustrate the health hazards of inhalants. (DOK1)
	5.	Discuss refusal and intervention skills. (DOK2)
<b>Unit 8: Community and Environmental Health</b>		
	1.	Identify community health-care agencies, health careers, and the importance of family medical records. (DOK1)
	2.	Explain how environment affects people and how people affect the environment. (DOK2)
<b>Unit 9: Safety and First Aid</b>		
	1.	Discuss promotion of safety and prevention of accidents. (DOK1)
	2.	Discuss and demonstrate procedures for emergency situations. (DOK2)

## Appendix A: Activities and Rubrics

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## Answer Key for Fitness and Nutrition Performance Task

### Performance Task Title: Personal Exercise Plan for a 5K Run/Walk Race (Page 46)

**Objective:** Students to develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and nutrition components and will be shared with the class in an oral report.

**Answers may vary.**

#### a) Fitness

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.
  - a. What three assessments should be performed to determine your fitness level?
    1. **Strength**
    2. **Flexibility**
    3. **Endurance**
  - b. What activities can be used to measure each?
    1. **Strength – curl ups, squats, leg press, push ups**
    2. **Flexibility – sit & reach**
    3. **Endurance – step test, 1-mile timed run/walk**
2. From the information gathered in the pre-assessment use the F.I.T.T. Principal to develop the training plan.

#### **Frequency**

**Strength – 2-3 days a week**

**Flexibility – daily**

**Endurance – 3-5 days a week**

#### **Intensity**

**Strength – moderate**

**Flexibility – moderate**

**Endurance – depending on cardio endurance Low to Moderate**

#### **Time**

**Strength – 2-3 sets/8-12 reps each set**

**Flexibility – 4 reps/15-60 seconds hold on each**

**Endurance – 3-5 days/week, 20-60 minutes each**

#### **Type**

**Strength – Free and/or machine weights**

**Flexibility – Static stretch: yoga, etc.**

**Endurance – 80 %**

**b) Nutrition**

3. Identify each food group and the number of servings of each that is needed for proper health.
  1. Grains – 6-8oz/equivalent
  2. Vegetable- 2 ½-3 cups
  3. Fruit – 1 ½-2 cups
  4. Meat & Beans – 5-6oz/equivalent
  5. Milk – 3 cups
  6. Oil – 5-6 teaspoons
  
4. Using the food groups, identify where each of the 6 nutrients may be found.
  1. Carbohydrates = grains & vegetables
  2. Fiber = whole grains, fruits & vegetables
  3. Proteins = meat, beans, nuts, milk & whole grains
  4. Lipid= animal fats & tropical oils
  5. Vitamins = all food groups
  6. Minerals = all food groups
  
5. Using the foods and number of servings from each of the food groups construct one day of meals broken down into breakfast, snack, lunch, snack, and dinner. Then show how the portions and foods would appear on MyPlate.

**Answers will vary.**

6. Select one food from your day of meals and trace it through the digestive tract.

**The first stage in the digestive process begins with ingestion, by the mouth. Ingestion involves the teeth, salivary glands, and tongue. The teeth break down the food into small pieces. The salivary glands produce the first digestive juice that break down starches and sugars in food into smaller particles. Then the tongue forms chewed food into a size and shape that can be swallowed. Food then enters the esophagus by swallowing. As food moves down the esophagus it empties into the stomach. Once in the stomach food is mixed with gastric juices and converted into chyme (food), the chyme is moved into the small intestine. Once in the small intestine, the juices of two other digestive organs mix with the food to continue the digestive process. First is the pancreas, it produces enzymes that break down carbohydrates, fats, and proteins in foods. Second is the liver, it produces bile that breaks down and assist in the absorption of fats. The unabsorbed material, in the form of liquid and fiber, moves into the colon or large intestine. The main function of the large intestine is to absorb water, vitamins, and salts, and to eliminate wastes.**

7. In a written discussion, explain the following:



- a. The roles that nutrients play in helping you reach your fitness goal.
- b. How exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits.

**Answers should be in-line with earlier class discussion on these two topics.**

8. Share your findings with the class in a short oral report.

## Brochure/Bulletin Board/Visual Display Assessment Rubric

<u>Category</u>	<u>Possible Points</u>	<u>Points Earned</u>
<b><u>Title:</u></b> Eye-catching, states a purpose, and conveys a message	10	_____
<b><u>Appropriate Use of Space:</u></b> Layout and design is creative and easily read	10	_____
<b><u>Accuracy of Information:</u></b> Major points are clearly defined	20	_____
Correct use of grammar and spelling	10	_____
<b><u>Artistic Appeal:</u></b> Border applied	10	_____
Attractive color scheme	20	_____
Neatly presented artwork, drawings, cut-outs, and lettering	20	_____
	100	_____

### Case Study/Scenario Assessment Rubric

	<b>Excellent</b>	<b>Accomplished</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Score</b>
	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	
<b>Comprehension</b>	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
<b>Strategizing</b>	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
<b>Innovation</b>	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
<b>Communications</b>	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	

## EXIT TICKETS

**Description:** A short, written assessment strategy given at the end of class that allows students to combine learned information, skills, and processes. An Exit Ticket provides immediate feedback to the teacher.

**Purpose:** To enable the teacher to quickly assess his/her own teaching and to engage students in summarizing their learning.

**Procedure:**

1. Students will need to get out a sheet of paper for writing.
2. The teacher will ask students one or two assessment question(s).
3. Students will have five to ten minutes at end of class to write their answers.
4. Students will give teacher Exit Tickets as they exit the classroom.
5. The teacher will analyze the tickets.

**Response Ideas:**

Two things I learned in class today are \_\_\_\_\_.

One question I still have is \_\_\_\_\_.

Briefly explain \_\_\_\_\_. Give an example of \_\_\_\_\_.

3 words I think are important to this topic:

1 connection I made: \_\_\_\_\_

1 thing I did not like: \_\_\_\_\_



## Guest Speaker Evaluation

Student name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
The content was clearly presented.		( )	( )	( )	( )
The content was challenging.		( )	( )	( )	( )
The handouts and materials were helpful.		( )	( )	( )	( )

2. Please rate the guest speaker:

\_\_\_ Extraordinary    \_\_\_ Excellent    \_\_\_ Good    \_\_\_ Fair    \_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. How would you improve or change the presentation?

6. What do you still need or want to know?

### Group Participation Assessment Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	
<b>Group Discussions</b>	<b>Rarely contributed to discussions of the group</b>	<b>Contributed good effort to discussions of the group</b>	<b>Contributed great effort to discussions of the group</b>	<b>Contributed exceptional effort to discussions of the group</b>	
<b>On-task Behavior</b>	<b>Exhibited on-task behavior inconsistently</b>	<b>Exhibited on-task behavior some of the time</b>	<b>Exhibited on-task behavior most of the time</b>	<b>Exhibited on-task behavior consistently</b>	
<b>Helping Others</b>	<b>Did not assist other group members</b>	<b>Seldom assisted other group members</b>	<b>Occasionally assisted other group members</b>	<b>Consistently assisted other group members</b>	
<b>Listening</b>	<b>Ignored ideas of group members</b>	<b>Seldom listened to ideas of group members</b>	<b>Occasionally listened to ideas of group members</b>	<b>Always listened to ideas of group members</b>	

### Group Work Assessment Rubric

	Highly Successful	Meeting Success	Experiencing Difficulty	Score
	3 points	2 points	1 point	
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	



## Medical History Scenario

After months of training, Bridget Ann Clark finally made the soccer team at her local high school in Sparks, MS. Her coach informed all of the new players that they needed to have a physical. Bridget was nervous because she had always seen the same doctor and did not know what to expect. Bridget's coach assured her that all she would need was her basic health information and a good general knowledge of her family's medical history. Bridget still felt nervous but knew she could answer questions about herself. She was born May 1, 1997. She lived with her parents, Doris and Joe Clark, at 507 South Street, Sparks, MS, 57058. Her home phone number was 605-489-1111, her cell phone number was 605-713-2191, and her e-mail was bclark@gmail.com. "Let's see, what else?" she thought to herself. "Oh yeah, medical history." Bridget could remember all of the shots that she had gotten when she was five: Tetanus, Hepatitis A/B, Influenza, Pneumococcal, and Polio. Her doctor has prescribed a Ventolin inhaler for her asthma. She knew she was allergic to Sulfa because she would get a bad rash every time she took it. Bridget did not take any type of drugs that were harmful to her since she was an athlete. She had oral surgery in 2010 to remove four wisdom teeth. Bridget's mother began having asthma attacks at age six, and her grandmother had breast cancer at age forty-five. Her dad had been diagnosed with high cholesterol at age fifty.

Scenario by Laura A. Boyd

## Medical History Worksheet

Personal Data				
Name	First	Middle	Last	
Circle One	Ms.	Mrs.	Mr.	
Date of Birth	Month	Day	Year	
Address	Street	City	State	Zip
Phone	Home	Work	Mobile	
E-Mail				
Marital Status (circle one)	Single	Married	Divorced	Widowed
Occupation				
Emergency Contact				
Name				
Address	Street	City	State	Zip
Relationship to Patient				
Phone number				

Medication Allergies	
Name of Medication	Reaction

Medication (Prescription & Non-Prescription)		
Name	Strength	How Taken

Past Hospitalization / Surgeries	Dates

Have you had the following?			
Immunization	Date	Don't Know	Have Not Had One
Tetanus booster			
Hepatitis A			
Hepatitis B			
Influenza			
Pneumococcal			
Polio			

Family Medical History		
Disease	Relative	Onset
Heart Disease		
Diabetes		
High Cholesterol		
Hypertension		
Colon Cancer		
Breast Cancer		
Ovarian Cancer		
Thyroid		
Asthma		
Mental Illness		

Social History		
Drug		Frequency
Tobacco	Yes / No	
Alcohol	Yes / No	
Drug Use	Yes / No	

## Mental Health Project Rubric

### Poster Presentation Criteria

Content	Design	Efficiency
<p>The poster/brochure will include the types of information:</p> <ul style="list-style-type: none"><li>• Title</li><li>• Symptoms</li><li>• Causes</li><li>• Treatments</li><li>• Treatment centers, local services, and resources</li><li>• References of all sources where the information was found</li></ul>	<p>The poster/brochure will include:</p> <ul style="list-style-type: none"><li>• A team product rather than individual work</li><li>• Easy-to-follow content objectives</li><li>• Creative use of visual components, to include coloring, spacing, lettering</li></ul>	<p>The poster will include traits that make the subject easy to understand:</p> <ul style="list-style-type: none"><li>• Content is easy to read and interpret.</li><li>• The information is presented in clear writing.</li><li>• The content of the poster/brochure is informative.</li></ul>

### Poster Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled and easy to read.	Almost all items of importance on the poster are clearly labeled and easy to read.	Many items of importance on the poster are clearly labeled and easy to read.	Labels are too small to read, or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are 1 to 2 grammatical or mechanical mistakes on the poster.	There are 3 to 4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

### Presentation Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	<b>Clear, appropriate, and correct</b>	<b>Mostly clear, appropriate, and correct</b>	<b>Somewhat confusing, incorrect, or flawed</b>	<b>Confusing, incorrect, or flawed</b>	
<b>Clarity</b>	<b>Logical, interesting sequence</b>	<b>Logical sequence</b>	<b>Unclear sequence</b>	<b>No sequence</b>	
<b>Presentation</b>	<b>Clear voice and precise pronunciation</b>	<b>Clear voice and mostly correct pronunciation</b>	<b>Low voice and incorrect pronunciation</b>	<b>Mumbling and incorrect pronunciation</b>	
<b>Visual Aids</b>	<b>Attractive, accurate, and grammatically correct</b>	<b>Adequate, mostly accurate, and few grammatical errors</b>	<b>Poorly planned, somewhat accurate, and some grammatical errors</b>	<b>Weak, inaccurate, and many grammatical errors</b>	
<b>Length</b>	<b>Appropriate length</b>	<b>Slightly too long or short</b>	<b>Moderately too long or short</b>	<b>Extremely too long or short</b>	
<b>Eye Contact</b>	<b>Maintains eye contact, seldom looking at notes</b>	<b>Maintains eye contact most of time but frequently returns to notes</b>	<b>Occasionally uses eye contact but reads most of information</b>	<b>No eye contact because reading information</b>	

### Public Service Announcement Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Delivery</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.	
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
<b>Length</b>	30-45 seconds long; pre-produced	30 seconds; performed in class	20-29 seconds; performed in class	15-19 seconds; performed in class	
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	

### Role-play or Skit Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Average 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Total</b>
<b>Accuracy</b>	All information accurate	Almost all information accurate	Most information accurate	Very little information accurate	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his/her character "saw" things differently than other characters	Can clearly explain one way in which his/her character "saw" things differently than other characters	Cannot explain any way in which his/her character "saw" things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	



## Stress Chart

Stress can be both negative and positive. Negative stress is called distress and positive stress is called eustress. It can take time to adapt to both positive and negative stress.

Sources of conflict that may cause stress are stated below. Rate each one, 1 being most stressful for you, and 5 being least stressful.

	Most				Least
School (grades)	1	2	3	4	5
Money	1	2	3	4	5
Social matters	1	2	3	4	5
Curfew	1	2	3	4	5
Chores	1	2	3	4	5
Respecting parents	1	2	3	4	5

Which source of conflict above causes you the most stress? Explain.

Life Events:

If any of the following has happened in your life, put a check in the box.

Changes in eating habits	<input type="checkbox"/>
Major change in sleeping habits	<input type="checkbox"/>
Change in residence	<input type="checkbox"/>
Major change in living condition	<input type="checkbox"/>
Death of a loved one	<input type="checkbox"/>
Learning you were adopted	<input type="checkbox"/>
Personal Injury or Illness	<input type="checkbox"/>
Minor Violations with the law	<input type="checkbox"/>
Going through a parents' divorce	<input type="checkbox"/>
Having a newborn sister or brother	<input type="checkbox"/>
Having a parent lose his job	<input type="checkbox"/>
Being accepted to college	<input type="checkbox"/>

Would you consider any of the life changes listed above as positive? Explain.

### Student Class Participation Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	
<b>Discussions</b>	<b>Rarely contributed to discussions</b>	<b>Contributed good effort to discussions</b>	<b>Contributed great effort to discussions</b>	<b>Contributed exceptional effort to discussions</b>	
<b>Listening</b>	<b>Ignored ideas of other class members</b>	<b>Seldom listened to ideas of other class members</b>	<b>Occasionally listened to ideas of other class members</b>	<b>Always listened to ideas of other class members</b>	
<b>On-task Behavior</b>	<b>Exhibited on-task behavior inconsistently</b>	<b>Exhibited on-task behavior some of the time</b>	<b>Exhibited on-task behavior most of the time</b>	<b>Exhibited on-task behavior consistently</b>	

## **Student Critique of Project**

- 1. By observing each group's poster/brochure, which one did you find most interesting? Explain.**
- 2. By observing each group's poster/brochure, which did you find least interesting? Explain.**
- 3. Which poster/brochure was your favorite and why?**
- 4. How can the information presented by each group about the different mental disorders help you in the future?**
- 5. What did you find most interesting or surprising about the mental disorder you researched?**

### Written Report Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	<b>Clear thesis and focus that remain apparent</b>	<b>Thesis and focus that remain apparent</b>	<b>Addresses subject matter with minimal support</b>	<b>Does not focus on topic</b>	
<b>Grammar</b>	<b>Correct and effective use of grammar and mechanics</b>	<b>Occasional errors in use of grammar and mechanics</b>	<b>Problems in use of grammar and mechanics</b>	<b>Repeated errors in use of grammar and mechanics</b>	
<b>Organization</b>	<b>Ideas flow smoothly and logically with clarity and coherence</b>	<b>Logical order and appropriate sequencing of ideas with adequate transition</b>	<b>Some evidence of an organizational plan or strategy</b>	<b>Lacks organization</b>	

## Written Report Checklist

- \_\_\_\_/16 Preparation
- \_\_\_\_/28 Organization
- \_\_\_\_/24 Thoroughness
- \_\_\_\_/19 Extra Materials
- \_\_\_\_/13 Final Report

### Preparation:

1. \_\_\_\_/2 Information written (neatly)
2. \_\_\_\_/2 Sources used listed
3. \_\_\_\_/5 Worked every day (did not waste time)
4. \_\_\_\_/5 Has all materials ready for use
5. \_\_\_\_/2 Cooperative

### Organization

1. \_\_\_\_/7 Report in a logical order
2. \_\_\_\_/7 Interesting manner
3. \_\_\_\_/7 Understanding of topic
4. \_\_\_\_/7 Spelling and sentence structure (do not copy from books)

### Thoroughness

1. \_\_\_\_/5 Main points given
2. \_\_\_\_/5 Details to explain given
3. \_\_\_\_/5 Information presented clearly
4. \_\_\_\_/4 More than one source used
5. \_\_\_\_/5 Extra materials are appropriate

### Extra Materials

1. \_\_\_\_/2 Neatness
2. \_\_\_\_/7 Creativity
3. \_\_\_\_/2 Dramatic value
4. \_\_\_\_/3 Usefulness
5. \_\_\_\_/5 Correctness

### Final Report

1. \_\_\_\_/3 Written clearly
2. \_\_\_\_/2 Organized
3. \_\_\_\_/2 Sources documented correctly
4. \_\_\_\_/2 Spelling
5. \_\_\_\_/2 Grammar
6. \_\_\_\_/2 Neatness

# Appendix B: Glossary

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## **Unit 1 – Personal and Consumer Health**

Consumer: anyone who uses products and services.

Consumer skills: techniques that enable you to make wise and informed purchases.

Health: a combination of physical, mental/emotional, and social well-being.

Health care system: the medical services available to a nation's people and the manner in which these services are paid for.

Health fraud: intentional misrepresentation of health care practices by a provider.

Health insurance: a plan in which private companies or government programs pay part of a person's medical costs.

Hygiene: habits that keep the body clean.

Preventive Care: the steps taken to keep disease or injury from happening or getting worse.

Reliable: trustworthy or dependable.

Valid: a legitimate source.

Wellness: a state of well-being or total health.

## **Unit 2 – Mental Health**

Anorexia nervosa: eating disorder in which a person doesn't eat enough food to maintain a healthy body weight.

Binge eating disorder: abnormal behavior related to food in which a person suffers from the uncontrollable urge to eat large amounts of food.

Bulimia: eating disorder in which a person experiences uncontrollable eating binges, and then follows them by purging, or removing, the food from their bodies.

Clinical psychologist: a professional trained to recognize and treat behavior that is not normal.

Depression: feelings of sadness and/or hopelessness, which may last for months.

Eating disorder: mental disorder that reveals itself through abnormal behaviors related to food.

Mental disorder: illness that affects the mind and reduces a person's ability to function, to adjust to change, or to get along with others.

Psychiatric social worker: a professional trained to help people with mental disorders and their families to accept and adjust to the illness.

Psychiatrist: physician who can diagnose and treat mental disorders.

### **Unit 3 – Social and Family Health**

Abstinence: the conscious decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs.

Active listening: really paying attention to what someone is saying and feeling.

Advocate: someone who speaks out for another person or cause.

Assertive: standing up for your own rights, in firm but positive ways.

Body language: nonverbal communication through gestures, facial expressions, and behaviors.

Child abuse: physical harm, including sexual abuse, or emotional harm to a child.

Clique: a small, narrow circle of friends usually with similar backgrounds or tastes that excludes people they view as outsiders.

Communication: a process through which you send messages to and receive messages from others.

Constructive criticism: non-hostile comments that point out problems and have the potential to help change a person.

Cooperation: working together for the good of all.

Crisis center: a facility equipped to handle emergencies and make referrals for persons who need help.

Custody: a legal decision about who has the right to make decisions that affects the children and who has the physical responsibility of caring for them.

Domestic violence: any acts of violence involving family members.

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

Family counseling: therapy to restore healthy relationships in a family.

Family values: values, especially of a traditional or conservative kind, which are held to promote the sound functioning of the family and strengthen the fabric of society.

Friendship: a significant relationship between two people based on caring, consideration, and trust.

"I" message: a statement in which a person tells you how he or she feels using the pronoun "I".

Neglect: a failure to provide a child's physical or emotional needs.

Peer pressure- the control and influence people your age may have over you.

Personality: a complex set of characteristics that makes you unique and sets you apart from everyone else.

Platonic friendship: a relationship with a member of the opposite gender in which there is affection, but no sexual activity.

Refusal skills: techniques that can help you refuse when you are urged to take part in unsafe or unhealthy behaviors.

Relationship: a bond or connection between people.

Role: a part that you play in a relationship.

Spousal abuse: domestic abuse directed at a spouse.

Stereotype: an exaggerated and oversimplified belief about an entire group of people.

Values: beliefs and standards of conduct that you find important.

#### **Unit 4 – Human Growth and Development**

Abstinence: a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol and other drugs.

Adolescence: the period from childhood to adulthood.

Chromosomes: threadlike structures found within the nucleus of a cell that carry the codes for inherited traits.

Cognition: the ability to reason and think our abstract solutions.

Developmental tasks: events that need to happen in order for person to continue growing toward becoming a healthy, mature adult.

DNA: the chemical unit that makes up chromosomes.

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

Fertilization: the union of a male sperm cell and a female egg cell; also known as conception.

Genes: the basic units of heredity.

Genetic disorders: disorders caused partly or completely by a defect in genes.

Heredity: the passing of traits from parents to their children.

Hormones: chemical substances that are produced in glands and help regulate many body's functions.

Physical maturity: the state at which the physical body and all its organs are fully developed.

Puberty: the time when a person begins to develop certain traits of adults of his or her own gender.

#### **Unit 5 – Disease Prevention and Control**



**Antibodies:** specific proteins that attach to antigens, keeping them from harming the body.  
**Antigens:** substances that send the immune systems into action.

**Arthritis:** a disease of the joints marked by painful swelling and stiffness.

**Bacteria:** simple one-celled organisms.

**Communicable disease:** a disease that can be spread to a person from another person, an animal, or an object.

**Contagious period:** the length of time that a particular disease can be spread from person to person.

**Disease:** any condition that interferes with the normal or proper functioning of the body or mind.

**Fungi:** organisms that are more complex than bacteria, but cannot make their own food.

**Germ:** organisms that are so small they can only be seen through a microscope.

**Hepatitis:** disease characterized by an inflammation of the liver and yellowing of the skin and the white of the eyes.

**Hygiene:** cleanliness.

**Immune system:** a combination of body defenses made up of the cells, tissues, and organs that fight pathogens in the body.

**Immunity:** the ability to resist the pathogens that cause a particular disease.

**Infection:** a condition that happens when pathogens enter the body, multiply, and cause harm.

**Inflammation:** the body's response to injury or disease, resulting in a condition of swelling, pain, heat, and redness.

**Influenza (flu):** a communicable disease characterized by fever, chills, fatigue, headache, muscle aches, and respiratory symptoms.

**Juvenile rheumatoid arthritis (JRA):** the most common form of arthritis in young people.

**Lymphatic system:** a secondary circulatory system that helps the body fight pathogens and maintains its fluid of balance.

**Lymphocytes:** special white blood cells in the blood and lymphatic system.

**Mononucleosis:** a viral disease characterized by a severe sore throat and swelling of the lymph glands in the neck and around the throat area.

**Osteoarthritis:** a chronic disease that is common in older adults and results from a breakdown in cartilage in the joints.

**Pathogens:** germs that cause diseases.

**Pneumonia:** a serious inflammation of the lungs.

Protozoa: one-celled organisms that are more complex than bacteria.

Rheumatoid arthritis: a chronic disease characterized by pain, inflammation, swelling, and stiffness of the joints.

Strep Throat: a sore throat caused by streptococcal bacteria.

Tuberculosis: a bacterial disease that usually affects the lungs.

Vaccine: a preparation of dead or weakened pathogens that is introduced into the body to cause an immune response.

Viruses: the smallest and simplest pathogens.

## **Unit 6 – Nutrition and Fitness**

### **Nutrition**

Calorie (kilocalories): units of heat that measure the energy used by the body and the energy that foods supply to the body.

Carbohydrates: the starches and sugars present in foods.

Complete proteins: a protein that contains an adequate amount of all nine essential amino acids.

Complex carbohydrate: starches found in certain types of foods.

Cross contamination: the spreading of bacteria or other pathogens from one food to another.

Dietary Guidelines for Americans: a set of recommendations for healthful eating and active living.

Fiber: an indigestible complex carbohydrate.

Food additives: substances intentionally added to food to produce a desired effect.

Food allergy: a condition in which the body's immune system reacts to substances in some foods.

Food intolerance: a negative reaction to a food or part of food caused by a metabolic problem, such as the inability to digest parts of food caused by a metabolic problem, such as the inability to digest parts of certain foods or food components.

Foodborne illness: food poisoning.

Incomplete proteins: a protein that lacks one or more of the essential amino acids.

Lipid: a fatty substance that does not dissolve in water.

Minerals: substances that the body cannot manufacture but that are needed for forming healthy bones and teeth and for regulating many vital body processes.

MyPlate: an illustrated dietary tool broken into the 5 food groups and related portion sizes.

Nutrients: substances in food that your body needs to grow, to repair itself, and to supply your energy

Nutrition: the process by which the body takes in and uses food.

Proteins: nutrients that help build and maintain body cells and tissues.

Pasteurization: the process of treating a substance with heat to destroy or slow the growth of pathogens.

Simple carbohydrate: sugars, such as fructose and lactose.

Vitamins: compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients.

### Fitness

Aerobic exercise: an activity that uses large muscle groups, is rhythmic in nature, and can be maintained continuously for at least 10 minutes three times a day or for 20 to 30 minutes at one time.

Anaerobic exercise: intense short bursts of activity in which the muscles work so hard that they produce energy without using oxygen.

Body composition: the ratio of body fat to lean body tissue, including muscle, bone, water, and connective tissue such as ligaments, cartilage, and tendons.

Cardiorespiratory endurance: the ability of the heart, lungs, and blood vessels to utilize and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

Cool down: the activity that prepares the muscles to return to a resting state.

Exercise: is purposeful activity that is planned, structured, and repetitive and that improves or maintains personal fitness.

F.I.T.T. principle: frequency, intensity, time/duration, and type of activity.

Flexibility: the ability to move a body part through a full range of motion.

Metabolism: the process by which your body gets energy from food.

Muscle endurance: the ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength: the amount of force a muscle can exert.

Overload: working the body harder than it is normally worked.

Physical activity: any form of movement that causes your body to use energy.

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

Progression: the gradual increase in overload necessary to achieve higher levels of fitness.

Resting heart rate: the number of times your heart beats in one minute when you are not active.

Specificity: particular exercise and activities that improve particular areas of health-related fitness.  
Warm up: an activity that prepares the muscles for work.

### **Unit 7 – Substance Abuse Prevention**

Addiction: a chronic relapsing condition characterized by compulsive drug-seeking and abuse and by long-lasting chemical changes in the brain.

Alcohol abuse: use of alcoholic beverage to excess, either on individual occasions or as a regular practice.

Alcoholism: physical dependence on alcohol to the extent that stopping alcohol use will bring on withdrawal symptoms.

Heroin: semisynthetic drug derived from morphine.

Inhalant: any breathable chemical vapor.

Marijuana: a very common street and recreational drug that comes from the marijuana plant.

Nicotine: an alkaloid (a nitrogen-containing chemical) made by the tobacco plant.

NIDA: National Institute of Drug Abuse.

Prescription: a physician's order for the preparation and administration of a drug or device for a patient.

Substance abuse: the excessive use of a substance, especially alcohol or a drug.

Tobacco: a South American herb, formally known as *Nicotiana tabacum*, whose leaves contain 2-8% nicotine and serve as the source of smoking and smokeless tobacco.

Withdrawal symptoms: abnormal physical or psychological features that follow the abrupt discontinuation of a drug that has the capability of producing physical dependence.

### **Unit 8 – Community and Environmental Health**

Acid rain: rain that is more acidic than normal rain.

Air: the mixture of invisible odorless, tasteless nitrogen and oxygen gases that surrounds the earth.

Biodegradable: easily broken down in the environment.

Career: a profession for which one trains and which is undertaken as a permanent calling.

Community: people with common interest living in a particular area.

Conservation: the saving of resources.

Environmental Protection Agency (EPA): an agency of the U.S. government that is dedicated to protecting the environment.

Fossil fuels: the oil, coal, and natural gas that are used to provide energy.

Groundwater: water that collects under the earth's surface.

Hazardous wastes: human-made liquid, solid, sludge, or radioactive wastes that may endanger human health or the environment.

Landfill: huge, specially designed pits where waste materials are dumped and buried.

Natural disaster: an event caused by nature those results in widespread damage.

Noise: loud, confused, or senseless shouting or outcry.

Nonrenewable resources: substances that cannot be replaced once they are used.

Occupational Safety and Health Administration (OSHA): a branch of the U.S. Department of Labor that protects American workers.

Ozone: a gas made of three oxygen atoms.

Pollution: dirty or harmful substances in the environment.

Radiation: energy radiated in the form of waves or particles.

Sewage: human waste, garbage, detergents, and other household waste washed down drains and toilets.

Smog: a yellow/brown haze that forms when sunlight reacts with air pollution.

Water: the liquid that descends from the clouds as rain, forms streams, lakes, and seas.

## **Unit 9 – Safety and First Aid**

Accident: any event that was not intended to happen.

Accident chain: a series of events that include a situation, an unsafe habit, and an unsafe action.

Accidental injuries: injuries that result from an accident.

First aid: the immediate, temporary care given to an injured or ill person until he or she can get professional help.

Heat exhaustion: a life threatening condition characterized by faintness, nausea, rapid heartbeat, and hot, red, dry, or sweaty skin.

Shock: a life threatening condition in which the circulatory system fails to deliver enough blood to vital tissues and organs.

Universal precautions: actions taken to prevent the spread of disease by treating all blood as if it were contaminated.

## Appendix C: Industry Standards

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
NHES1		X		X	X	X		X	X
NHES2	X		X		X				
NHES3	X							X	X
NHES4				X				X	
NHES5					X				
NHES6	X					X			
NHES7							X		
NHES8							X		

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to Enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

## Appendix E: Common Core Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>Common Core Standards</b>										
CCR1										
CCR2										
CCR3										
CCR4										
CCR5										
CCR6										
CCR7		X	X			X	X	X	X	
CCR8		X		X						
CCR9										
CCR10										
CCW1		X	X	X				X		
CCW2					X		X	X		
CCW3										
CCW4			X	X			X	X	X	
CCW5										
CCW6		X	X		X	X	X	X	X	
CCW7		X	X				X	X		
CCW8							X			
CCW9										
CCW10										
CCSL1		X	X	X	X			X	X	X
CCSL2		X	X			X			X	
CCSL3		X	X		X	X	X	X	X	X
CCSL4			X							
CCSL5										
CCSL6										
CCL1										
CCL2										
CCL3										
CCL4		X	X	X		X	X	X	X	X
CCL5										
CCL6		X	X					X		
CCM1										
CCM2										
CCM3					X	X	X			

### English Language Arts (6-12)

#### College and Career Readiness Anchor Standards for *Reading*

##### Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



### Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently.  
Mathematics (High School)

## **College and Career Readiness Anchor Standards for *Writing***

### Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **College and Career Readiness Anchor Standards for *Speaking and Listening***

### Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **College and Career Readiness Anchor Standards for *Language***

### Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Appendix D: 21st Century Skills<sup>1</sup>

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Developm ent	Unit 5 Disease Preventio n & Control	Unit 6 Nutritio n & Fitness	Unit 7 Substance Abuse Preventio n	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
21 <sup>st</sup> Century Standards									
CS1	X								
CS2	X								
CS3	X								
CS4	X	X	X	X	X	X	X	X	X
CS5								X	
CS6					X	X	X	X	X
CS7	X	X	X	X	X	X	X	X	X
CS8		X	X		X	X	X	X	X
CS9	X	X	X	X	X	X	X	X	X
CS10	X			X	X	X	X	X	X
CS11	X			X	X	X	X	X	X
CS12			X	X					
CS13		X	X						
CS14	X		X		X			X	X
CS15									
CS16			X						

### CSS1-21st Century Themes

#### **CS1 Global Awareness**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### **CS2 Financial, Economic, Business, and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### **CS3 Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions

#### **CS4 Health Literacy**

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

<sup>1</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

**CS5 Environmental Literacy**

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

**CSS2-Learning and Innovation Skills**

**CS6 Creativity and Innovation**

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

**CS7 Critical Thinking and Problem Solving**

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

**CS8 Communication and Collaboration**

1. Communicate Clearly
2. Collaborate with Others

**CSS3-Information, Media and Technology Skills**

**CS9 Information Literacy**

1. Access and Evaluate Information
2. Use and Manage Information

**CS10 Media Literacy**

1. Analyze Media
2. Create Media Products

**CS11 ICT Literacy**

1. Apply Technology Effectively

**CSS4-Life and Career Skills**

**CS12 Flexibility and Adaptability**

1. Adapt to change
2. Be Flexible

**CS13 Initiative and Self-Direction**

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

**CS14 Social and Cross-Cultural Skills**

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

**CS15 Productivity and Accountability**

1. Manage Projects
2. Produce Results

**CS16 Leadership and Responsibility**

1. Guide and Lead Others
2. Be Responsible to Others

## Appendix F: National Educational Technology Standards for Students (NETS-S)

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Famil y Healt h	Unit 4 Human Growth & Developmen t	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmen t Health	Unit 9 Safety & First Aid
<b>NETS Standard s</b>									
T1					X	X		X	X
T2					X	X	X	X	X
T3	X	X		X		X	X	X	X
T4	X			X	X		X		
T5									
T6		X							

- T1** Creativity and Innovation
- T2** Communication and Collaboration
- T3** Research and Information Fluency
- T4** Critical Thinking, Problem Solving, and Decision Making
- T5** Digital Citizenship
- T6** Technology Operations and Concepts

**T1** Creativity and Innovation  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

**T2** Communication and Collaboration  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

**T3** Research and Information Fluency  
Students apply digital tools to gather, evaluate, and use information. Students do the following:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- d. Process data and report results.

**T4** Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

**T5** Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

**T6** Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.

# Appendix G: Mississippi House Bill 999

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MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Education

By: Representatives Clarke, Mayo, Hines, Broomfield, Brown, Burnett, Calhoun, Clark, Coleman (29th), Coleman (65th), Dedeaux, Evans (70th), Flaggs, Fredericks, Gardner, Gibbs, Harrison, Lane, Smith (27th), Straughter, Thomas, Scott

## House Bill 999

### *(As Sent to Governor)*

AN ACT TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM BY JUNE 30, 2012, OR TO REQUIRE THE LOCAL SCHOOL BOARD TO ADOPT THE PROGRAM DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH; TO REQUIRE THE STATE DEPARTMENT TO APPROVE EACH DISTRICT'S CURRICULUM FOR SEX-RELATED EDUCATION AND ESTABLISH A PROTOCOL TO BE USED BY DISTRICTS TO PROVIDE CONTINUITY IN TEACHING THE APPROVED CURRICULUM; TO PROVIDE THAT INSTRUCTION IN SCHOOL DISTRICTS IMPLEMENTING ABSTINENCE-PLUS EDUCATION INTO THE CURRICULUM MAY BE EXPANDED BEYOND THE INSTRUCTION FOR ABSTINENCE-ONLY EDUCATION WITHIN PARAMETERS APPROVED BY THE DEPARTMENT; TO DEFINE ABSTINENCE-PLUS EDUCATION; TO REMOVE THE AUTHORITY GIVEN TO LOCAL SCHOOL BOARDS TO VOTE IN FAVOR OF TEACHING SEX EDUCATION WITHOUT ANY INSTRUCTION ON ABSTINENCE; TO PROHIBIT ANY TEACHING THAT ABORTION CAN BE USED TO PREVENT THE BIRTH OF A BABY; TO REQUIRE BOYS AND GIRLS TO BE SEPARATED INTO DIFFERENT CLASSES BY GENDER AT ALL TIMES WHEN SEX-RELATED EDUCATION IS DISCUSSED OR TAUGHT; TO REQUIRE THE DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH TO DEVELOP CERTAIN PROGRAMS AND STRATEGIES PROMOTING PREGNANCY PREVENTION AND PROVIDING INFORMATION ON THE CONSEQUENCES OF UNPROTECTED, UNINFORMED AND UNDERAGE SEXUAL ACTIVITY; TO PROVIDE FOR THE REPEAL OF THIS SECTION ON JULY 1, 2016; TO AMEND SECTION 37-13-173, MISSISSIPPI CODE OF 1972, RELATING TO PARENTAL NOTICE; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, TO REVISE THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE AND TO EXTEND THE DATE OF THE REPEAL ON THE TASK FORCE TO JULY 1, 2016; TO REQUIRE THE STATE DEPARTMENT OF HEALTH AND THE STATE DEPARTMENT OF EDUCATION, SUBJECT TO THE AVAILABILITY OF FUNDS, TO ESTABLISH A PILOT PROGRAM IN EACH HEALTH CARE DISTRICT, TO BE LOCATED IN A SCHOOL DISTRICT IN A COUNTY HAVING THE HIGHEST NUMBER OF TEEN PREGNANCIES; TO REQUIRE THOSE AGENCIES TO PROVIDE CERTAIN EDUCATIONAL SERVICES THROUGH QUALIFIED PERSONNEL; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.



(2) Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any type of instruction or program which, at an appropriate age and grade:

- (a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;
- (b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;
- (c) Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;
- (d) Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates \* \* \* of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;
- (e) Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and
- (f) Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms. Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education. \* \* \*

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6) There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7) At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

(8) This section shall stand repealed on July 1, 2016.

**SECTION 2.** (1) The Mississippi Department of Human Services shall develop programs to accomplish the purpose of one or more of the following strategies:

- (a) Promoting effective communication among families about preventing teen pregnancy, particularly communication among parents or guardians and their children;
- (b) Educating community members about the consequences of unprotected, uninformed and underage sexual activity and teen pregnancy;
- (c) Encouraging young people to postpone sexual activity and prepare for a healthy, successful adulthood, including teaching them skills to avoid making or receiving unwanted verbal, physical, and sexual advances;
- (d) Providing medically accurate information about the health benefits and side effects of all contraceptives and barrier methods as a means to prevent pregnancy and reduce the risk of contracting sexually transmitted infections, including HIV/AIDS; or
- (e) Providing educational information, including medically accurate information about the health benefits and side effects of all contraceptives and barrier methods, for young people in those communities who are already sexually active or are at risk of becoming sexually active and inform young people in those communities about the responsibilities and consequences of being a parent, and how early pregnancy and parenthood can interfere with educational and other goals.

(2) The State Department of Health shall develop programs with the following strategies:

- (a) To carry out activities, including counseling, to prevent unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;
- (b) To provide necessary social and cultural support services regarding teen pregnancy;
- (c) To provide health and educational services related to the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;
- (d) To promote better health and educational outcomes among pregnant teens; and
- (e) To provide training for individuals who plan to work in school-based support programs regarding the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens.

(3) It shall be the responsibility of school nurses employed by local school districts implementing the program developed by the State Department of Health under subsection (2) of this section to carry out the functions of those strategies to promote consistency in the administration of the program.

**SECTION 3.** Section 37-13-173, Mississippi Code of 1972, is amended as follows:

37-13-173. Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to

the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice also must inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

**SECTION 4.** Section 2, Chapter 507, Laws of 2009, is amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

- (a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;
- (b) The Chairmen of the Senate and House Education Committees, or their designees;
- (c) The Chairman of the House Select Committee on Poverty;
- (d) One (1) member of the Senate appointed by the Lieutenant Governor;
- (e) The Executive Director of the Department of Human Services, or his or her designee;
- (f) The State Health Officer, or his or her designee;
- (g) The State Superintendent of Public Education, or his or her designee;
- (h) The Executive Director of the Division of Medicaid, or his or her designee;
- (i) The Executive Director of the State Department of Mental Health, or his or her designee;
- (j) The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;
- (k) Two (2) representatives of the private health or social services sector appointed by the Governor;
- (l) One (1) representative of the private health or social services sector appointed by the Lieutenant Governor; \* \*
- \*  
(m) One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and
- (n) One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3) Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority

of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4) Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

(a) Form task force subgroups based on specific areas of expertise;

(b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;

(c) Review and consider statewide and regional planning initiatives related to teen pregnancy;

(d) Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery; \* \* \*

(e) Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f) Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g) Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h) Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

(i) Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and analyses to be conducted as may be deemed necessary by the task force.

(7) This section shall stand repealed on July 1, 2016.

**SECTION 5.** (1) Beginning with the 2012-2013 school year, to the extent that federal or state funds are available and appropriated by the Legislature for the purposes of establishing and implementing the Prevention of Teen Pregnancy Pilot Program authorized by Section 41-79-5, the State Department of Health in conjunction with the State Department of Education shall establish a pilot program in each of the nine (9) health districts as defined by the State Department of Health, to be located in a school district in a county in that district having the highest number of teen pregnancies.

(2) The State Department of Health and the State Department of Education shall jointly provide education services through qualified personnel to increase awareness of the health, social and economic risks associated with teen pregnancy. The services and curriculum provided shall have a primary emphasis on reducing the teenage pregnancy rate in those pilot districts.

**SECTION 6.** This act shall take effect and be in force from and after July 1, 2011.

# Appendix H: Mississippi Senate Bill 2472 – Nathan’s Law

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MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Judiciary, Division A

By: Senator(s) McDaniel, Watson, Yancey, Montgomery, Hyde-Smith, King, Lee (35th), Chassaniol, Ward, Gollott, Flowers, Hewes, Mettetal, Hudson, Jackson (15th), Moffatt, Fillingane, Brown, Davis, Burton, Dearing

SENATE BILL NO. 2472

(As Sent to Governor)

AN ACT TO CREATE "NATHAN'S LAW"; TO AMEND SECTION 63-3-615, MISSISSIPPI CODE OF 1972, TO CLARIFY THE OFFENSE OF PASSING A SCHOOL BUS WHEN STOPPED TO LOAD OR UNLOAD STUDENTS AND TO REVISE THE PENALTY THEREFORE; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DEVELOP CURRICULUM GUIDELINES FOR SCHOOL BUS SAFETY; TO AMEND SECTION 63-1-73, MISSISSIPPI CODE OF 1972, TO PROHIBIT THE USE OF WIRELESS COMMUNICATION DEVICES BY BUS DRIVERS; TO AMEND SECTION 97-3-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY; TO AMEND SECTION 63-1-33, MISSISSIPPI CODE OF 1972, TO REVISE THE DRIVER'S LICENSE EXAMINATION REQUIREMENTS TO ENSURE COVERAGE THEREON OF SCHOOL BUS SAFETY ISSUES; TO AUTHORIZE CAMERAS ON SCHOOL BUS STOP ARMS; TO AUTHORIZE THE DEPARTMENTS OF TRANSPORTATION AND EDUCATION TO CONDUCT A PUBLIC EDUCATION CAMPAIGN ON SCHOOL BUS SAFETY; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** Section 63-3-615, Mississippi Code of 1972, is amended as follows:

63-3-615. (1) (a) The driver of a vehicle upon a street or highway upon meeting or overtaking any school bus that has stopped on the street or highway for the purpose of receiving or discharging any school children shall come to a complete stop at least ten (10) feet from the school bus before reaching the school bus when there is in operation on the school bus the flashing red lights provided in Section 63-7-23, or when a retractable, hand-operated stop sign is extended; the driver \* \* \* shall not proceed until the children have crossed the street or highway and the school bus has resumed motion or the flashing red lights are no longer actuated and the hand-operated stop sign is retracted.

(b) The driver of a vehicle upon a highway that has four (4) lanes or more, whether or not there is a median or turn lane, need not stop upon meeting or passing a school bus that is on a different roadway or when upon a controlled-access highway if the school bus is stopped in a loading zone that is a part of or adjacent to the highway and where pedestrians are not permitted to cross the roadway.

(2) (a) Except as provided in paragraph (b), any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor and upon a first conviction thereof shall be fined not less than Three Hundred Fifty Dollars (\$350.00) nor more than Seven Hundred Fifty Dollars (\$750.00), or imprisoned for not more than one (1) year, or both. For a second or subsequent offense, the offenses being committed within a period of five (5) years, the person shall be guilty of a misdemeanor and, upon conviction, shall be fined not less than Seven

Hundred Fifty Dollars (\$750.00) nor more than One Thousand Five Hundred Dollars (\$1,500.00), or imprisoned for not more than one (1) year, or both. In addition, the Commissioner of Public Safety or his duly authorized designee, after conviction for a second or subsequent offense and upon receipt of the court abstract, shall suspend the driver's license and driving privileges of the person for a period of ninety (90) days.

(b) A conviction under this section for a violation resulting in any injury to a child who is in the process of boarding or exiting a school bus shall be a violation of Section 54 97-3-7, and a violator shall be punished under subsection (2) of that section.

(3) This section shall be applicable only in the event the school bus shall bear upon the front and rear thereon a plainly visible sign containing the words "school bus" in letters not less than four (4) inches in height.

(4) If the driver of any vehicle is witnessed by a law enforcement officer or the driver of a school bus to have violated this section and the identity of the driver of the vehicle is not otherwise apparent, it shall be a rebuttable inference that the person in whose name the vehicle is registered committed the violation. If charges are filed against multiple owners of a motor vehicle, only one (1) of the owners may be convicted and court costs may be assessed against only one (1) of the owners. If the vehicle that is involved in the violation is registered in the name of a rental or leasing company and the vehicle is rented or leased to another person at the time of the violation, the rental or leasing company may rebut the inference of guilt by providing the law enforcement officer or prosecuting authority with a copy of the rental or lease agreement in effect at the time of the violation.

**SECTION 2.** Section 63-1-73, Mississippi Code of 1972, is amended as follows:

63-1-73. (1) For purposes of this section, the following terms shall have the meanings ascribed in this subsection, unless the context clearly indicates otherwise:

(a) "Cellular telephone" means an analog or digital wireless telephone authorized by the Federal Communications Commission to operate in the frequency bandwidth reserved for cellular radiophones.

(b) "Personal digital assistant" means a wireless electronic communication device that provides for data communications other than by voice.

(c) The term "E911" shall have the meaning ascribed in Section 19-5-303.

(d) "Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 USC Section 332, including a cellular telephone or personal digital assistant.

(2) (a) A person who is authorized to drive under an intermediate license, a temporary learning permit or a temporary driving permit shall not operate a motor vehicle on a highway while using a wireless communication device to send or receive a written message while the motor vehicle is in motion.

(b) A person shall not use a wireless communication device while operating a passenger bus with a minor passenger on the bus, except for an emergency or in the case of a school bus driver for official school business or in an emergency.

(3) This section does not apply to any of the following:

(a) Law enforcement and safety personnel;

- (b) Drivers of authorized emergency vehicles;
- (c) \* \* \* A person who is reporting reckless or negligent behavior;
- (d) \* \* \* A person who believes that the person or another person is in physical danger \* \* \*;
- (e) Written messages sent or received while the vehicle is parked; \* \* \*

(f) The use of a wireless communication device for the sole purpose of communicating with any of the following regarding an emergency situation:

- (i) An emergency response or E911 operator;
- (ii) A hospital, physician's office or health clinic;
- (iii) A provider of ambulance services;
- (iv) A provider of firefighting services;
- (v) A law enforcement agency;

(g) The use of technology utilizing a cellular connection to a vehicle to relay vehicle operational information between the vehicle and a call center or repair facility; and

(h) A vehicle navigation system utilizing a cellular connection to update databases and provide real-time traffic information.

(4) (a) A violation of this section is a misdemeanor, and upon conviction, is punishable by a fine not to exceed Five Hundred Dollars (\$500.00).

(b) If the person violates this section at the time that he is involved in a motor vehicle accident, then the S. B. No. 2472 violations is punishable by a fine not to exceed One Thousand Dollars (\$1,000.00).

(c) A law enforcement officer investigating a motor vehicle accident in which a person is cited for violating subsection (2)(b) or (c) of this section \* \* \* shall indicate on the written accident report \* \* \* the use of a wireless communication device in violation of this section \* \* \* at the time of the accident.

**SECTION 3.** Section 97-3-7, Mississippi Code of 1972, is amended as follows:

97-3-7. (1) A person is guilty of simple assault if he (a) attempts to cause or purposely, knowingly or recklessly causes bodily injury to another; or (b) negligently causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) attempts by physical menace to put another in fear of imminent serious bodily harm; and, upon conviction, he shall be punished by a fine of not more than Five Hundred Dollars (\$500.00) or by imprisonment in the county jail for not more than six (6) months, or both.

However, a person convicted of simple assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker or family protection specialist or family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor,



court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than One Thousand Dollars (\$1,000.00) or by imprisonment for not more than five (5) years, or both.

(2) A person is guilty of aggravated assault if he (a) attempts to cause serious bodily injury to another, or causes such injury purposely, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; \* \* \* (b) attempts to cause or purposely or knowingly causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) causes any injury to a child who is in the process of boarding or exiting a school bus in the course of a violation of Section 63-3-615; and, upon conviction, he shall be punished by imprisonment in the county jail for not more than one (1) year or in the Penitentiary for not more than twenty (20) years. However, a person convicted of aggravated assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a

vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than Five Thousand Dollars (\$5,000.00) or by imprisonment for not more than thirty (30) years, or both.

(3) A person is guilty of simple domestic violence who commits simple assault as described in subsection (1) of this section against a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child and, upon conviction, the defendant shall be punished as provided under subsection (1) of this section; however, upon a third or subsequent conviction of simple domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment not less than five (5) nor more than ten (10) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred.

(4) A person is guilty of aggravated domestic violence who commits aggravated assault as described in subsection (2) of this section against, or who strangles, or attempts to strangle, a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child. Upon conviction, the defendant shall be punished by imprisonment in the custody of the Department of Corrections for not less than two (2) years; however, upon a third or subsequent conviction of aggravated domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment of not less than ten (10) nor more than twenty (20) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred. Reasonable discipline of a child, such as spanking, is not an offense under this subsection (4). A person convicted of aggravated domestic violence shall not be eligible for parole under the provisions of Section 47-7-3(1)(c) until he shall have served one (1) year of his sentence. For the purposes of this section, "strangle" means to restrict the flow of oxygen or blood by intentionally applying pressure on the neck or throat of another person by any means or to intentionally block the nose or mouth of another person by any means.

(5) "Dating relationship" means a social relationship as defined in Section 93-21-3.

(6) Every conviction of domestic violence may require as a condition of any suspended sentence that the defendant participate in counseling or treatment to bring about the cessation of domestic abuse. The defendant may be required to pay all or part of the cost of the counseling or treatment, in the discretion of the court.

(7) When investigating allegations of a violation of subsection (3) or (4) of this section, law enforcement officers shall utilize the form prescribed for such purposes by the Office of the Attorney General in consultation with the sheriff's and police chief's associations.

(8) In any conviction of assault as described in any subsection of this section which arises from an incident of domestic violence, the sentencing order shall include the designation "domestic violence." The court shall forward a copy of each sentencing order bearing the designation "domestic violence" to the Office of the Attorney General.

**SECTION 4.** The State Department of Education shall develop and issue curriculum guidelines to school districts relating to the implementation of a school bus safety curriculum for implementation in Kindergarten through Grade 3.

**SECTION 5.** Section 63-1-33, Mississippi Code of 1972, is amended as follows:

63-1-33. (1) Except as otherwise provided under subsection(6) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or temporary driving permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.

(2) Except as otherwise provided under subsection (6) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.

(3) Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, inspection certificate and vehicle registration of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.

(4) An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.

(5) Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement or a restricted motorcycle operator's license, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test similar to the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing

successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.

(6) The Department of Public Safety may accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the department, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

**SECTION 6.** Every school district is authorized to mount a camera on any retractable, hand-operated stop sign that is a part of the equipment of a school bus.

**SECTION 7.** To the extent that state, federal or other funds are available or appropriated, the Department of Transportation and the Department of Education shall cooperate to conduct an information campaign to educate drivers concerning the provisions of this act and the importance of school bus safety.

**SECTION 8.** (1) There is created the Mississippi School Bus Safety Task Force which shall be composed of nine (9) members as follows:

(a) Three (3) members appointed by the Speaker of the House of Representatives, one (1) of whom shall be appointed from the membership of the House of Representatives;

(b) Three (3) members appointed by the Lieutenant Governor, one (1) of whom shall be appointed from the membership of the Senate; and

(c) Three (3) members appointed by the Governor.

(2) At its first meeting, the task force shall elect a chairman and vice chairman from its membership and shall adopt rules for transacting its business and keeping records. Members of the task force shall receive a per diem in the amount provided in Section 25-3-69 for each day engaged in the business of the task force. Members of the task force other than legislative members shall receive reimbursement for travel expenses incurred while engaged in official business of the task force in accordance with Section 25-3-41; legislative members of the task force shall receive the expense allowance provided for in Section 5-1-47.

(3) The duties of the task force shall be to:

(a) Make a comprehensive study of school bus safety designs and technology related to safety and law enforcement.

(b) Examine and study approaches taken by other states in the implementation and costs of school bus safety.

(c) Research and develop recommendations relating to school bus safety.

(4) The task force shall publish its findings and recommendations with any proposed legislation in a report to the Governor and the Legislature to be made on or before December 31, 2011.

(5) The task force shall stand dissolved on January 1, 2012. S. B. No. 2472 \*SS26/R171SG\*  
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**SECTION 9.** This act shall take effect and be in force from and after July 1, 2011.