



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2019
Mississippi
Alternate
Academic
Achievement
Standards for
Health Elements

Effective Date: 2019-2020 School Year



2019 Mississippi Alternate Academic Achievement Standards for Health Elements

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Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Health Elements*:

Marla Adams	Lee County School District
Dayna Clark	Pass Christian School District
Sharon Strong Coon	Mississippi Department of Education
Angelitta Darden	Gulfport School District
Whitney Drewrey	Lafayette County School District
Alicia Dunigan	Senatobia School District
Margaret Ellmer, Ph.D.	Mississippi Department of Education
Doris Flettrich	Pass Christian School District
Kellie Fondren	Mississippi State University
Pasteia Garth	Nettleton School District
Madelyn Harris	Mississippi Department of Education
Sadie Harris	Mississippi Department of Education
Jordan Helton	Madison County School District
Jan Houston	Starkville Oktibbeha School District
Karen John	Petal School District
Ginger Koestler	Mississippi Department of Education
Teresa Laney	Mississippi Department of Education
Lydia Lankford	Madison County School District
Summer Lewis	Rankin County School District
Misty McMahon	Ocean Springs School District
Myra Pannell, Ph.D.	Mississippi State University RCU
Allison Paige Pigott	Mississippi School for the Blind/Deaf
Kim Ray	Nettleton School District
Bobby L. Richardson	Mississippi Department of Education
Amye Rowan	Pearl School District
Connie Smith	Laurel School District
Denise Sibley	Mississippi State University RCU
Susan Stampley	Senatobia School District
Elizabeth Testa	Vicksburg/Warren School District
Jaicia Thomas	Lamar County School District
Stacey Todd	Ocean Springs School District
Mary West	Lincoln County School District
Tiffany Withers	Rankin County School District

Introduction

The Mississippi Department of Education is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Health Elements* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The *MS AAAS for Health Elements* was developed to provide secondary students with the most significant cognitive disabilities with functional health information that is relevant to the real world, reflecting the knowledge and skills that students need to develop healthy behaviors.

In special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the MS AAAS and is not limited to structured prompting procedures. Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student.

Purpose

The purpose of the *MS AAAS for Health Elements* is to provide a common framework for teachers of students with significant cognitive disabilities (SCD) to use in curriculum development and instructional delivery. To ensure that students with significant cognitive disabilities receive health instruction on par with national standards, the *MS AAAS for Health Elements* is aligned to the *National Health Education Standards* for grades 9-12. The standards are grouped into seven domains: health promotion and disease prevention, influences on health behaviors, health information, interpersonal communication, decision making, goal setting, and advocacy.

Implementation

The *Mississippi Alternate Academic Achievement Standards for Health Elements* will be piloted during the 2019-2020 school year.



2019 Mississippi Alternate Academic Achievement Standards for Health Elements

Research and Background Information

The Mississippi Department of Education (MDE) is committed to creating a world-class educational system that prepares all students to be successful beyond high school. Success for all students includes those with significant cognitive disabilities (SCD). This *MS AAAS for Health Elements* course is designed to provide high school students with significant cognitive disabilities the skills and knowledge they need to promote personal, family, and community health. The *MS AAAS for Health Elements* is aligned to the *National Health Education Standards* (NHES) for grades 9-12. Practitioners in the field of education also played a key role in the development of the alternate standards.

The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student at his or her ability level.

Core Elements in the Use and Design of the *MS AAAS for Health Elements*

The *MS AAAS for Health Elements* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of knowledge and skills needed to promote personal, family, and community health.

The following domains were identified as being the most significant in contributing to a healthy lifestyle for a student progressing into adulthood: health promotion and disease prevention, influences on health behaviors, health information, interpersonal communication, decision making, goal setting, and advocacy. The performance objectives in each domain were written with consideration of students with significant cognitive disabilities. A brief description of each domain is presented below:

1. Health promotion and disease prevention: Focuses on providing students with a foundation for promoting health-enhancing behaviors.
2. Influences on health behaviors: Focuses on identifying and understanding how health is impacted by a variety of positive and negative influences within society.
3. Health information: Focuses on how to identify and access valid health information and health-promotion products and services that are critical in the prevention, early detection, and treatment of health problems.
4. Interpersonal communication: Focuses on how effective communication enhances health and avoids or reduces health risks.

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5. Decision making: Focuses on developing the decision-making skills needed to identify, implement, and sustain health-enhancing behaviors.
6. Goal setting: Focuses on applying goal-setting skills that are essential to helping students identify, adopt, and maintain healthy behaviors.
7. Advocacy: Focuses on developing advocacy skills to help students promote healthy norms and healthy behaviors.

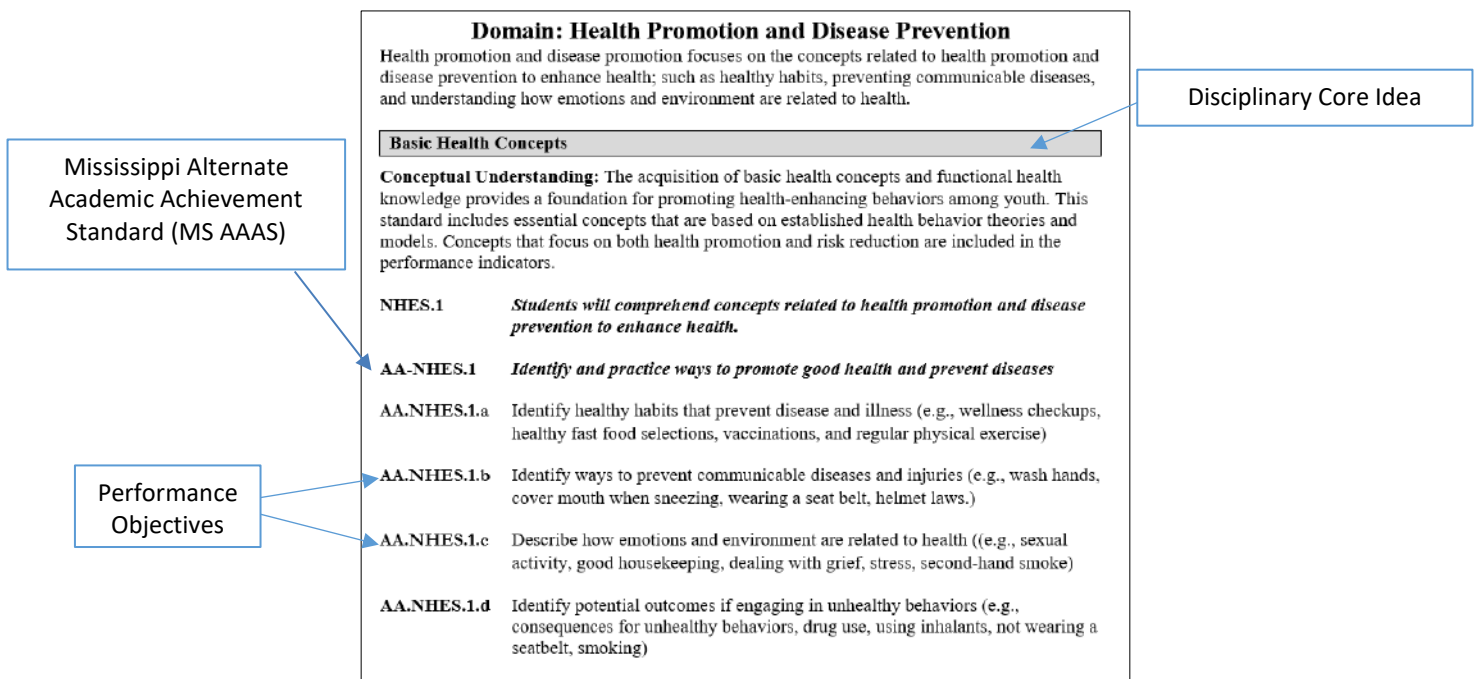
Structure of the Standards Document

The content strands are organized into seven domains: (1) health promotion and disease prevention, (2) influences on health behaviors, (3) health information, (4) interpersonal communication, (5) decision making, (6) goal setting, and (7) advocacy.

Disciplinary core ideas: The disciplinary core ideas represent content from the standard that is the main focus of the domain.

Conceptual understanding: These are statements of the core ideas for which students should demonstrate an understanding.

Mississippi Alternate Academic Achievement content standard: The *MS AAAS for Health Elements* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.



Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers with documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and activities. There are many ways in which skills and concepts can be incorporated based on each student's individual learning styles and needs. Professional development efforts will be aligned to the *MS AAAS for Health Elements* and delivered in accordance with teacher resources to help expand expertise in delivering student-centered lessons.

References

- Centers for Disease Prevention. (1996). *National standards for health education*. National Academies Press. Retrieved from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>.
- Florida Center for Research in Science, Technology, Engineering and Mathematics. (n.d). *CPALMS*. Learning Systems Institute, Florida State University. Retrieved from <http://www.cpalms.org/Public/search/Standard>.

DOMAIN: HEALTH PROMOTION AND DISEASE PREVENTION

Health promotion and disease prevention focuses on the concepts related to health promotion and disease prevention to enhance health, such as healthy habits, preventing communicable diseases, and understanding how emotions and environment are related to health.

Basic Health Concepts

Conceptual understanding: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

- NHES.1** *Students will comprehend concepts related to health promotion and disease prevention in order to enhance health.*
- AA.NHES.1** *Identify and practice ways to promote good health and prevent diseases*
- AA.NHES.1.a** Identify healthy habits that help prevent disease and illness (e.g., wellness checkups, healthy food selections, vaccinations, regular physical exercise)
- AA.NHES.1.b** Identify ways to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when coughing, wear a seat belt, comply with helmet laws)
- AA.NHES.1.c** Describe how emotions and environment are related to health (e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke)
- AA.NHES.1.d** Identify the effects of engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking)

DOMAIN: INFLUENCES ON HEALTH BEHAVIORS

This domain focuses on identifying and understanding how health is affected by a variety of positive and negative influences within society, such as family, peers, and social media.

Factors that Impact Health Behaviors

Conceptual understanding: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

- NHES.2** *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- AA.NHES.2** *Describe ways in which family, peers, culture, media, technology, and other factors influence healthy behaviors*
- AA.NHES.2.a** Explain how the family influences the health of individuals (e.g., nutritional management of meals, health insurance status, family medical history)
- AA.NHES.2.b** Explain how peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, engaging in sedentary activities such as TV and gaming)
- AA.NHES.2.c** Identify ways the media may impact lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM)
- AA.NHES.2.d** Identify laws that influence health promotion and disease prevention (e.g., no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver's license)

DOMAIN: HEALTH INFORMATION

Health information focuses on identifying valid resources necessary for personal health care needs, obtaining access to reliable health products and services that are critical in the prevention, early detection, and treatment of health problems, as well as identifying situations that require professional health services.

Health Resources

Conceptual understanding: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

- NHES.3** *Students will demonstrate the ability to access valid information, products, and services to enhance health.*
- AA.NHES.3** *Demonstrate ways to access valid information, products, and services regarding personal health care needs*
- AA.NHES.3.a** Demonstrate ways to access valid information, products, and services regarding personal health care needs
- AA.NHES.3.b** Identify ways to access reliable health products and services (e.g., pharmacist, health department, local health care providers, school nurse)
- AA.NHES.3.c** Identify situations that require professional health services (e.g., distinguish between emergency and non-emergency situations, depression, toothache, earache, high temperature, situations requiring a tetanus shot, prenatal care, STDs, ingesting poison, consistent pain, bites, sores)

DOMAIN: INTERPERSONAL COMMUNICATION

Interpersonal communication focuses on skills that are effective in enhancing health and avoiding or reducing health risks, such as healthy ways to express needs, wants, and feelings.

Interpersonal Interactions

Conceptual understanding: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

- NHES.4** *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*
- AA.NHES.4** *Demonstrate how to effectively communicate with others to improve health or avoid health risks*
- AA.NHES.4.a** Demonstrate the necessary communication skills to enhance health and to avoid or reduce health risks (e.g., refusal, negotiation, collaboration, say “no” to drugs, peer pressure)
- AA.NHES.4.b** Demonstrate healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions)
- AA.NHES.4.c** Demonstrate ways to respond in an unwanted, threatening, or dangerous situation (e.g., bullying, assertive communication)
- AA.NHES.4.d** Demonstrate how and when to ask for assistance to enhance the health of self and others (e.g., when to seek help, what warrants assistance)

DOMAIN: DECISION MAKING

This domain focuses on developing the decision-making skills needed to identify, implement, and sustain health-enhancing behaviors that impact quality of life, such as taking medication as prescribed and choosing healthy foods.

Health-Related Decisions

Conceptual understanding: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

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

AA.NHES.5 *Apply decision-making skills to make healthy choices*

AA.NHES.5.a Identify situations when a health-related decision is needed (e.g., taking medication)

AA.NHES.5.b Differentiate between healthy and unhealthy alternatives when making a decision

AA.NHES.5.c Identify healthy options when given a situation

AA.NHES.5.d Identify barriers that can hinder healthy decision making (e.g., limited resources, money, transportation)

DOMAIN: GOAL SETTING

This domain focuses on applying goal-setting skills to setting and achieving healthy goals, such as getting enough sleep or limiting unhealthy foods.

Setting Healthy Goals

Conceptual understanding: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

- NHES.6** *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- AA.NHES.6** *Apply goal-setting skills to set healthy goals*
- AA.NHES.6.a** Identify good personal health practices (e.g., balanced nutritional diet, regular exercise)
- AA.NHES.6.b** Develop a personal health goal that addresses strengths, needs, and risks (e.g., eating healthy, having better sleeping habits, limiting unhealthy foods, addressing depression)
- AA.NHES.6.c** Identify strategies and monitor progress in achieving a personal health goal (e.g., keeping a journal)

DOMAIN: ADVOCACY

This domain focuses on applying advocacy skills to promote healthy norms and behaviors and express opinions on health issues, such as encouraging others to make healthy choices.

Health Advocacy

Conceptual understanding: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

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

AA.NHES.8 *Demonstrate the ability to advocate for personal, family, and community health*

AA.NHES.8.a Identify ways to encourage others to make positive health choices

AA.NHES.8.b Express opinions and give accurate information about health issues