

***HealthSmart* Alignment with
Mississippi Contemporary
Health Curriculum Framework**

**Middle School, Third Edition
(Grades 6–8)**

advancing
health
equity **etr.**

HealthSmart Middle School Unit Key	
ABST = Abstinence, Puberty & Personal Health EMH = Emotional & Mental Health HIV = HIV, STI & Pregnancy Prevention	NPA = Nutrition & Physical Activity TAOD = Tobacco, Alcohol & Other Drug Prevention VIP = Violence & Injury Prevention
Grade 6	HealthSmart (Unit – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	ABST – 3, 9
Explore ways health promotion reduces healthcare costs.	Not covered Could be addressed in ABST – 3
Discuss how body hygiene, posture and one’s self-image affect overall health.	ABST – 2, 9 EMH – 3 NPA – 11
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Describe the benefits and threats of technological advances to healthy living.	VIP – 9 (cyberbullying)
Relate how information presented in the media affects the attitude of our population toward health-related issues.	ABST – 12; EMH – 13; NPA – 9, 11; TAOD – 9, 13, 14; VIP – 13 (media influence in general on health behaviors)
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Research current health promoting products and services.	HIV – 12 (condoms) VIP – 17 (help for abuse)
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate strategies to manage conflict in healthy ways.	VIP – 14, 15
Examine how to handle difficult interpersonal situations through effective communication.	ABST – 14, 15 (sexual pressure) EMH – 5 (effective communication) HIV – 10 (sexual pressure), 13 (condom use) NPA – 10 (food pressure), 13 (disorders) TAOD – 15, 16 (drug pressures) VIP – 5 (dares), 10 (bullying), 16 (touch)
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Understand positive and negative reinforcement and how they relate to decision-making.	Can be addressed in decision-making lessons: EMH – 14 HIV – 9 VIP – 6
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Identify forms of exercise that help us to be healthier.	NPA – 14
Define the responsibility a community has to help its members maintain good health.	Not covered

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Demonstrate ways to practice helpful behaviors and build health skills.	Skills are developed throughout the units. See NHES alignment for complete list.
Explain and give examples of the use, misuse and abuse of substances.	TAOD – 5, 6
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Describe various communication methods that accurately express health opinions and issues.	ABST – 2, 11; HIV – 2; NPA – 6; TAOD – 13, 14; VIP – 4, 12
Investigate ways that Indoor Air Quality Can be improved in the classroom.	Not covered
Employ the ability to encourage and support others in making healthy choices.	ABST – 2, 11, 13; EMH – 13; HIV – 5; NPA – 6; TAOD – 14, 17; VIP – 4, 12
Identify ways natural resources can impact human health.	Not covered

Grade 7	HealthSmart (Unit – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Identify behaviors for effectively handling peer pressure and stress.	ABST – 14, 15 (sexual pressure) EMH – 9, 10, 11 (stress) HIV – 10 (sexual pressure) NPA – 10 (food pressure) TAOD – 15 (drug pressures) VIP – 5 (dares)
Analyze how hygiene, posture, and self-image affect overall health.	ABST – 2, 9 EMH – 3 NPA – 11
Give examples of communicable diseases and discuss transmission and methods of prevention.	ABST – 3
Describe the effects of puberty on social and emotional behavior.	ABST – 7
Propose ways in which improving the environment can enhance physical, mental, and social health.	Not covered
Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.	TAOD – 2, 3, 4, 6, 7, 8
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Describe the influence of culture on health behaviors.	ABST – 10, 12 NPA – 11
Analyze how the media and other sources influence health behavior.	ABST – 12; EMH – 13; NPA – 9, 11; TAOD – 9, 13, 14; VIP – 13
Explore technology and other resources to improve personal and family health.	Not covered
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Critique sources of information regarding health products and services to determine if they are reliable/ unreliable.	ABST – 1, 4 NPA – 1
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate various forms of effective communication.	ABST – 7, 10, 14; EMH – 5, 12; HIV – 10, 13; NPA – 10; TAOD – 15; VIP – 5
Demonstrate strategies to manage conflict in healthy ways.	VIP – 14, 15
Examine how to handle difficult interpersonal situations through effective communication.	ABST – 14, 15 (sexual pressure) EMH – 5 (effective communication) HIV – 10 (sexual pressure), 13 (condom use) NPA – 10 (food pressure), 13 (disorders) TAOD – 15, 16 (drug pressures) VIP – 5 (dares), 10 (bullying), 16 (touch)

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Demonstrate the ability to apply decision-making models to health issues and problems.	EMH – 14 HIV – 9 VIP – 6
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.	NPA – 16, 17
Develop an action plan for achieving a personal health goal.	EMH – 15 NPA – 16, 17
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Demonstrate practices of making safe choices.	EMH – 14 HIV – 9 VIP – 6
Distinguish among use, misuse, and abuse of substances.	TAOD – 5, 6
Identify how a properly balanced diet and exercise influence healthy body weight.	NPA – 12
List health professionals that provide education, counseling services, and treatment to prevent communicable disease.	Can be included in ABST – 3 or HIV – 8
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Demonstrate an ability to influence others to become involved in healthy community projects.	ABST – 2, 11, 13; EMH – 13; HIV – 5; NPA – 6; TAOD – 14, 17; VIP – 4, 12 (peer advocacy) [would need to add community focus]

Grade 8	HealthSmart (Unit – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Describe causes and effects of stress and identify healthy ways to manage stress.	EMH – 9, 10, 11
Explore the changes during adolescence (physical, mental/emotional, and social).	ABST – 5, 6, 7, 8
Identify ways individuals can reduce risk factors related to communicable and chronic diseases.	ABST – 3
Identify the various components of the human life cycle.	Not covered
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Analyze the positive and negative influences of technology and media on personal and family health.	ABST – 12; EMH – 13; NPA – 9, 11; TAOD – 9, 13, 14; VIP – 9, 13
Describe the influence of cultural beliefs on health behaviors.	ABST – 10, 12 NPA – 11
Understand peer relationships and their impact on health decisions.	ABST – 12, 13; EMH – 4, 13; NPA – 9, 10, 11; TAOD – 9, 11, 15; VIP – 5, 11, 13
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Distinguish differences among various health care professionals.	Not covered
Explain an individual’s responsibility in choosing health products and services.	ABST – 9 HIV – 8, 12
Explain the reasons for public health laws and regulations.	Not covered
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate ways to cope with interpersonal conflicts.	VIP – 14, 15
Practice refusal skills for risk taking behaviors.	ABST – 14, 15; HIV – 10, 11, 13; NPA – 10; TAOD – 15, 16; VIP – 5, 16
Examine ways to promote positive behavior when dealing with individual differences.	EMH – 5 HIV – 2 VIP – 14
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Analyze how nutrition affects physical, mental, and emotional development.	NPA – 1, 3, 5
Develop a plan that addresses commitment and self-control.	EMH – 7
Analyze how health related decisions are influenced by individuals, family, and community values.	ABST – 12; EMH – 14; HIV – 9; TAOD – 9; VIP – 6
Predict how decisions regarding health behaviors have consequences for self and others.	EMH – 14; HIV – 9; VIP – 6

Grade 8 (continued)	HealthSmart (Unit – Lesson)
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Create a personal health plan that encourages an active lifestyle.	NPA – 16, 17
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Demonstrate common first aid procedures and identify ways to obtain various sources of help.	HealthSmart does not cover first aid. Getting help is covered in: ABST – 9; EMH – 8; NPA – 13; VIP – 10, 15, 17
Identify regulations and adverse effects of the use and misuse of drugs (prescription, over the counter, and illegal).	TAOD – 2, 3, 4, 5, 7, 12
Identify the six (6) essential nutrients needed by the body and their nutrient sources.	NPA – 1
Describe the role the Food and Drug Administration (FDA) plays in the safety of the products we use on a daily basis and how it relates to our health.	Not covered
Demonstrate practices of making safe choices.	EMH – 14; HIV – 9; VIP – 6
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Explain ways to improve community health and techniques for conserving natural resources.	Not covered
Identify services for people who abuse drugs.	Covered in High School TAOD – 10
Explain ways students can help friends who may exhibit signs of suicide.	EMH – 8 (troublesome feelings) Suicide prevention is specifically covered in High School EMH – 16 and VIP – 16