

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

Grades K–5

advancing
health
equity **etr.**

Note: Main grade level alignment is noted first. Some topics may be covered at previous or subsequent grade levels.

Grade K	HealthSmart (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Explain how childhood injuries and illnesses can be prevented or treated.	K – 7 (illness), 8 (injury), 9 (getting help), 10 (safe feelings), 12, 13, 14 (pedestrian safety), 15 (passenger safety), 16 (poison safety), 17 (firearm safety), 18 (emergencies), 19 (calling 9-1-1), 20 (safe decisions)
Describe relationships between personal health behaviors and individual well-being.	K – 3 (talking with caring adults), 5 (teeth), 6 (handwashing), 7 (take medicine with adult help), 21 & 22 (healthy eating), 24 & 25 (physical activity), 29 (avoiding tobacco smoke), 30 (being tobacco free)
Describe the functions of the five senses.	Not covered
Identify the food groups of the Choose My Plate.	21, 22 (healthy eating in general) [Specific food groups not covered until Grade 4.]
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Understand the differences among peers and how they relate to culture.	K – 1
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Demonstrate healthy behavior in daily activities.	K – 2 (managing feelings), 5 (oral care), 6 (handwashing), 7 (adult help with medicines), 22 (choosing healthy foods), 23 (drinking water), 24, 25 (physical activity), 29 (avoiding secondhand smoke)
Identify healthy helpers in the community.	K – 9, 10, 19
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate ability to work in group settings without interfering with others.	Reinforce throughout the lessons during group work.
Explain healthy ways to express feelings.	K – 1, 2, 3, 9, 10
Identify positive and negative ways to get attention.	Can be incorporated into K – 2, 3
Identify ways families meet the needs and wants of each family member.	K – 3 1 – 1, 2
Identify characteristics of a friend.	1 – 3

Grade K <i>(continued)</i>	HealthSmart (Grade – Lesson)
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Identify healthy foods to include snacks and drinks.	K – 22, 23
Identify healthy activity choices.	K – 24, 25
Identify characteristics of a healthy home and community	Can be included in K – 3, 10
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Explain how to set personal health goals and track progress toward achievement.	K – 5 (brush teeth), 6 (wash hands), 23 (drink water), 25 (physical activity)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Define germs and list methods of protection from illness.	K – 6 (handwashing) [Germs defined in Grade 2]
Recognize strangers and how to respond.	Can be included in K – 10
Understand procedures in the case of an emergency.	K – 18, 19
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Recognize health services in the community that promote health and safety (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).	Not covered

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Grade 1	<i>HealthSmart</i> (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Identify ways of preventing and controlling disease.	1 – 5 2 – 5
Identify items appropriate for sharing and items not appropriate for sharing.	Can be incorporated into 1 – 3
Introduce healthy snacks.	2 – 18, 19
Identify reasons for taking medicine.	K – 7, 9
Recognize that health problems should be detected and treated early.	Not covered
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Identify factors that contribute to individuality.	K – 1 1 – 2
Introduce technologies that influence health	Not covered
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Explain the roles of various types of workers in the field of health.	1 – 1, 9, 11 K – 7, 8, 10 (Focus is on trusted adults at home and school)
Discuss the roles of emergency workers.	1 – 17
Identify sources of health products and services in the community.	Products can be included in 1 – 6 (dental care) and 2 – 7 (sun protection)
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Describe the difference in verbal and nonverbal communication.	Can be included in 1 – 4 (expressing feelings)
Demonstrate attentive listening skills to build and maintain healthy relationships.	Covered specifically in 3 – 4
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Identify guidelines for making wise food choices.	1 – 21, 22
Explore a variety of physical activities.	1 – 24, 25
Identify safe and unsafe behaviors.	1 – 10, 11, 12, 13, 14, 15, 16, 19
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Set a personal health goal and track progress toward its achievement.	1 – 8 (sleep), 23 (breakfast/drink water)

Grade 1 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Explain ways family members work together to obtain and maintain healthy behaviors.	1 – 1, 2
Contrast safe and risky behaviors.	1 – 10, 11, 12, 13, 14, 15, 16
Identify healthy habits that ensure good hygiene.	1 – 5 2 – 7, 8
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Understand the importance of influencing others to make healthy choices.	1 – 3, 19, 22, 28
Work collaboratively in small groups to achieve a common goal.	1 – 19, 22, 28

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Grade 2	<i>HealthSmart</i> (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Identify how dietary habits affect health.	2 – 16, 17, 18, 19
Discuss ways to prevent injury.	2 – 9, 10, 11, 12, 13
Explore some of the causes of illnesses and chronic disease.	2 – 5 (infectious illness only) [Grade 5 includes chronic disease]
Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water).	Not covered
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Appreciate the differences in people and how these differences are related to culture.	2 – 1, 2
Describe how the media (i.e., Terrance the Rat) influences health choices.	1 – 27 (tobacco use) 3 – 21 (food choices), 28 (drug pressures) [would need to add specific story]
Compare the difference between internal and external factors that affect personal health and well-being.	2 – 2 3 – 21, 28
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Identify health products and services for daily use.	2 – 7 (sun protection)
Understand the importance of warning labels and symbols.	K – 16 (poisons)
Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.	Can be included in 2 – 4, 25
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Identify ways to communicate care, consideration, and respect of self and others.	1 – 3 2 – 2 3 – 3, 4, 5
Demonstrate refusal skills to enhance health (i.e., just say no, don't talk to strangers).	1 – 20 (inappropriate touch) [Refusal skills formal practice begins in Grade 3]
Identify individual differences and the value of those differences.	2 – 2 3 – 5
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Explain the potential results of making positive and negative health choices. (i.e., accidents, nutrition, physical activity, drug use, smoking, and bullying)	2 – 9, 10, 11, 12, 16, 17, 18, 20, 22, 24, 26
Identify how family, peers, or media influence a health-related decision.	2 – 9, 10, 11, 26

Grade 2 (continued)	HealthSmart (Grade – Lesson)
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Explain how goal setting enhances healthy behaviors.	2 – 13 (safety), 19 (5 a day), 21 (physical activity)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Identify fair methods for settling conflicts.	4 – 14, 15
Demonstrate and explain proper use of seat belts.	1 – 12
Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, and visit to the principal’s office).	4 – 1, 2
Identify negative effects of using alcohol, tobacco, and drugs.	2 – 23, 24
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.	2 –8, 15, 16, 18, 26, 26 (peer advocacy) [would need to add community focus]
Explore ways individual can contribute to on-going state/community health projects.	Not covered

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Grade 3	<i>HealthSmart</i> (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Identify types of childhood injuries and illnesses and ways of prevention and treatment.	3 – 8 (medicines), 9, 10, 11, 12 (injuries)
Recognize and describe the relationship between personal health behaviors and individual well-being.	3 – 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
Define nutritional terms on food labels (i.e., fats, calories, etc.).	3 – 17, 18, 19, 20, 22 (heathy eating) [Food labels covered beginning in Grade 5]
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Analyze how the media influences thoughts and feelings about healthy behavior.	3 – 28
Identify ways that health care technology can impact personal health.	Not covered
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Investigate how the availability of health services affect the community.	Not covered
Identify and discuss hazardous products.	Not covered
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate ways to communicate needs, wants, and feelings through verbal and non- verbal communication.	3 – 2, 3, 4
Apply ways to properly communicate care, consideration and respect for self and others.	3 – 3, 4, 5
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Communicate information that promotes positive health choices. (i.e., nutrition, physical activity, drug use, peer choices)	3 – 1, 3, 4, 7, 10, 11, 15, 17, 18, 22, 24, 25, 29
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Develop a personal health plan and track progress toward achievement.	3 – 12 (safety), 22 (healthy eating), 24 (physical activity)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Identify practices to reduce or prevent health risks.	3 – 6, 8, 9, 10, 11, 12, 29
Demonstrate healthy practices.	3 – 4, 6, 12, 18, 22, 24
Commit to practicing healthy behaviors.	3 – 7, 12, 18, 22, 24
Demonstrate ways to avoid and reduce threatening or stressful situations.	3 – 13, 15, 16, 28, 29
List personal rights and responsibilities of individuals at home and school.	Can be included in 3 – 3, 4, 5

Grade 3 (continued)	HealthSmart (Grade – Lesson)
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Describe characteristics needed to be a responsible friend and family member.	3 – 3, 4
Identify and understand the importance of contributing to the community.	Can extend discussion of family and friends in 3 – 3, 4 to community
Demonstrate an ability to influence others to become involved in healthy community projects.	3 – 7, 11, 15, 29 (peer advocacy) [would need to add community focus]

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Grade 4	HealthSmart (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Identify the relationship between health behaviors and individual well-being.	4 – 7 (healthy habits), 8 (protecting ears/eyes), 17 (healthy eating), 18 (physical activity), 20 (avoiding tobacco/alcohol use)
Distinguish between communicable and non- communicable diseases.	5 – 5
Identify and practice strategies to reduce the spreading of germs.	3 – 6, 7
Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).	4 – 16, 17
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Identify advertising techniques used in marketing health related products	Not covered
Explore differences in cultural diets.	Can be included in 4 – 16 or 5 – 19
Analyze ways health care technology can enhance personal health.	Not covered
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Demonstrate the ability to locate resources from home, school and community that provide valid health information.	4 – 6, 20, 27 5 – 4, 38
Distinguish between fact and opinion in health information.	Can be emphasized in 4 – 20, 27
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Identify ways to be sensitive to the feelings of others to include disabled and chronically- ill persons.	4 – 26 [related to puberty] 3 – 5 [would need to add emphasis]
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Explain how exercise enhances health.	4 – 18
Explain the impact of substance abuse on the individual, family, and community.	4 – 20
Identify factors that influence decision- making.	4 – 14, 28
Apply a decision-making process to address personal health issues and problems.	4 – 14, 28
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Develop a personal health plan and track progress toward achievement.	4 – 9 (health habits), 19 (eating/activity)

Grade 4 (continued)	HealthSmart (Grade – Lesson)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Demonstrate a healthy behavior to improve personal health and wellness.	4 – 7, 19, 27
Demonstrate behaviors to reduce health risks.	4 – 3, 5, 6, 8, 22, 23,
Compare various factors influencing health.	4 – 2 (stress), 4 (feelings), 7 (healthy habits), 8 (protecting eyes/ears), 10 (risks), 13 (dares/injury) , 21 (tobacco/alcohol use) 3 – 21 5 – 6
Illustrate safety and injury prevention techniques.	4 – 11
Distinguish between medicine use and misuse.	3 – 8
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Identify the characteristics of a good friend.	3 – 4
Demonstrate healthy choices outside the school environment.	4 – 3, 5, 6, 9, 12, 13, 15, 19, 24, 28
Discuss ways that family time promotes healthy lifestyles.	3 – 3 5 – 2

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Grade 5	<i>HealthSmart</i> (Grade – Lesson)
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
Describe how participation in physical activity affects the body.	5 – 20, 21
Discuss how the body’s defenses against disease work.	5 – 5, 6
Identify ways the body’s defense system can be improved.	5 – 6
Distinguish between healthy and unhealthy snacks.	5 – 18
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Explore various eating habits and how they relate to family culture and lifestyles.	5 – 19
Describe the way technology affects health.	5 – 7 (cyberbullying)
Analyze ways in which the media influences buying decisions regarding health products, medicine, and food.	5 –14, 27, 30 (media influence on health behaviors, but not products)
Competency 3: Demonstrate the ability to access valid information and products and services to enhance health.	
Locate and evaluate the functions of community agencies and health care professionals.	Not covered
Identify the impact of health services (i.e., ambulance service, rescue squad) in the community.	Not covered
Identify and discuss the use and impact of health products (i.e., sunscreen, toothpaste).	Can be included in 4 – 7 (oral care, sun protection)
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Demonstrate how to ask for assistance to enhance personal health and the health of others.	5 – 31 4 – 6, 15, 27
Demonstrate verbal and non-verbal skills to communicate care, self- control, and respect for all.	5 – 3
Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.	5 – 9, 12, 28 4 – 15 [Conflict resolution covered in Grade 4]
Demonstrate an awareness of safety through modeling.	4 – 11, 12 (safety related to injuries) 5 – 9, 12, 15 (safety related to violence)
Competency 5: Demonstrate the ability to use decision-making skills to enhance health.	
Explore the characteristics of habits and how habits affect personal health.	5 – 1, 6 4 – 7
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health.	
Identify health goals and evaluate strategies/skills for attaining personal health goals.	5 – 22, 23

Grade 5 <i>(continued)</i>	HealthSmart (Grade – Lesson)
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Examine health and fitness assessments and their role in developing a plan for lifelong fitness.	5 – 6, 17, 21
Competency 8: Demonstrate the ability to advocate for personal, family, and community health.	
Identify responsibilities of a family.	Can be included in 5 – 2
Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).	5 – 9, 15, 27, 36