

***HealthSmart* Alignment to  
Missouri Health Education  
Grade-Level Expectations  
(2007)**

**Grades K–5**

**Missouri Health Education Grade-Level Expectations, Grades K–5**

The Health Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

**Functions and Interrelationships of Systems**

**1. Structure and Functions of the Body**

*Note: HealthSmart provides functional knowledge of body systems as related to healthy behavior outcomes (e.g., the effects of tobacco on the function of the lungs, or how physical activity can build cardiorespiratory fitness). Body systems are not covered outside of this context.*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Sensory System</b>	Identify the five senses	Illustrate the functions of the five senses (e.g., eyes to see)		Classify the five sense organs and their parts and explain how the five senses are used in personal and social environment  Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)		

**HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5**

<b>1. Structure and Functions of the Body (continued)</b>						
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<b>B. Muscular System</b>	Tell why people have muscles	Identify a muscle in each region of the body (e.g., arms, torso, legs)	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)	Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep)	Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	Explain ways in which the muscular and other body systems work together
<b>C. Skeletal System</b>	Tell why people have bones	Identify a bone in each region of the body (i.e., head, arms, torso, and legs)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)	Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)	Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)	
<b>D. Integumentary System (skin)</b>			Describe the function of the skin (e.g., protection)	Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)	Formulate ways to protect skin from environmental damage <b>Gr 4, Lesson 7, 9</b>  Explain ways in which the integumentary system works with the sensory organs  Recognize the importance of self and regular check-ups for skin abnormalities

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<b>E. Cardiorespiratory /Circulatory System</b>	Show the location of the heart	Predict what happens to your heart rate during physical activity	Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system  Name the major functions of the cardio-respiratory system	Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)  Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life	Identify the types of blood vessels (i.e., arteries, veins, capillaries)  Identify the chambers of the heart (i.e., atrium, ventricle)  Identify types of blood cells (i.e., red, white, platelets)  Explain ways in which the cardio-respiratory system interacts with other systems
<b>F. Respiratory System</b>		Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)	Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)	Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis)  Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries	

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<b>G. Nervous System</b>				Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)	Define and distinguish between short-term and long-term memory	Summarize the functions of the nervous system, serving as the body’s control center for five senses (emotions, speech, coordination, balance, and learning)
<b>H. Digestive System</b>				Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive and other body systems work together
<b>I. Urinary/Excretory System</b>					Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)	Explain ways in which the urinary/excretory works with other body systems

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<b>J. Endocrine System</b>					Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Explain ways in which the endocrine and nervous systems work together
<b>K. Reproductive System</b>					Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions) <b>Gr 5, Lesson 34, 35</b>	Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty <b>Gr 4, Lesson 25</b> <b>Gr 5, Lesson 33</b>
<b>L. Lymphatic-Immune System</b>					Describe how to keep the immune system healthy and explain the principles of vaccination and immunization	

**HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5**

<b>2. Social, Emotional and Mental Health</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>A. Influence of Family and Peers</b>	State qualities of a good friend <b>Gr 1, Lesson 3</b> Recognize similarities and differences of families <b>Gr 1, Lesson 2</b>	Identify responsibilities within a family and describe characteristics needed to be a responsible family member <b>Gr 2, Lesson 1</b> <b>Gr 3, Lesson 3</b>	Recognize the influence peers have on people (shared interest, goals, and values) <b>Gr 1, Lesson 3</b> <b>Gr 3, Lesson 4</b>			Identify how family, friends, and culture can influence personal health practices and decisions <b>Gr 3, Lesson 21</b> <b>Gr5, Lesson 19</b> <b>Gr 5, Lesson 26</b>
<b>B. Responsibilities in Society</b>		Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood) <b>Gr K, Lesson 1</b> <b>Gr 3, Lesson 5</b>	Identify the cause and effect of one’s actions on others <b>Gr 2, Lesson 1</b>	Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them	Recognize situations where the perspective of others may differ from your own <b>Gr 4, Lesson 14, 15</b>
<b>C. Communication Skills</b>	Recognize different emotions <b>Gr K, Lesson 2</b> Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid) <b>Gr K, Lesson 2</b>	Identify a variety of feelings and situations that may require adult assistance <b>Gr 2, Lesson 4</b>	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills) <b>Gr 2, Lesson 3</b>	Evaluate the importance of effective listening skills in building and maintaining relationships <b>Gr 3, Lesson 4</b>		Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down) <b>Gr 4, Lesson 3</b>

Health Maintenance and Enhancement						
1. Personal and Family Health						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Personal Health</b>	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene) <a href="#">Gr K, Lesson 5, 6, 21, 24</a>	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene) <a href="#">Gr 1, Lesson 5, 6, 7, 8, 21, 22, 25</a> <a href="#">Gr 2, Lesson 7, 8</a>	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams) <a href="#">Gr K, Lesson 5</a> <a href="#">Gr 1, Lesson 6</a>	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails) <a href="#">Gr 2, Lesson 7, 8</a> <a href="#">Gr 4, Lesson 7, 8, 9</a>	Classify activities as they relate to the health-related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking) <a href="#">Gr 4, Lesson 7, 8, 9, 17, 18, 19, 20</a>	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking <a href="#">Gr 4, Lesson 9</a> <a href="#">Gr 5, Lesson 22, 23, 29</a>
<b>B. Preventive Care</b>		Identify preventive health care (e.g., immunizations, regular health and dental check-ups)		Summarize how preventive health care enhances one’s health (e.g., immunizations, regular health and dental care)		



**HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5**

<b>1. Personal and Family Health (continued)</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>C. Growth and Development</b>			Describe how people grow and change throughout life (physically, mentally, emotionally, and socially) <a href="#">Gr 2, Lesson 2</a>	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)		Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth) <a href="#">Gr 5, Lesson 32, 33</a>
<b>D. Health and Skill Related Fitness</b>	Recognize that active play makes people strong and healthy <a href="#">Gr K, Lesson 24, 25</a>	Recognize that physical activity increases heart and respiratory rate <a href="#">Gr 1, Lesson 24, 25</a>	Describe how physical activity makes a person’s body stronger (e.g., helps develop strength, endurance, flexibility, and body composition) <a href="#">Gr 2, Lesson 20, 21</a>	Identify components of health-related fitness <a href="#">Gr 3, Lesson 23</a>		Distinguish individual strengths and weaknesses in health-related fitness <a href="#">Gr 5, Lesson 22, 23</a>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

2. Nutrition						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Essential Nutrients and Food Groupings</b>		<p>Recognize that foods come from plant and animal sources and provide the body with fuel (energy)  <a href="#">Gr 1, Lesson 21 (breakfast)</a></p> <p>Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating  <a href="#">Food groups covered starting in Grade 4</a></p>	<p>Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups)  <a href="#">Gr 2, Lesson 18, 19 (healthy food choices in general)</a></p> <p>Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body  <a href="#">Gr 2, Lesson 18</a>  <a href="#">Gr 3, Lesson 17</a></p>	<p>Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)  <a href="#">Covered in MS</a></p>	<p>Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices  <a href="#">Covered in MS</a></p> <p>Describe the relationship between food intake and energy  <a href="#">Gr 4, Lesson 17</a></p>	<p>Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A, C and D)</p> <p>Recognize the MyPyramid.gov food slogans  <a href="#">Gr 5, Lesson 16, 17 (MyPlate and current guidelines)</a></p>
<b>B. Balance, Variety and Moderation</b>	<p>Recognize we need a variety of foods each day  <a href="#">Gr K, Lesson 21, 22</a></p>		<p>Identify a healthy snack from each food group (see MyPyramid.gov)  <a href="#">Gr 2, Lesson 18 (fruits/vegetables)</a></p> <p>Recognize that eating healthy and being active will help maintain a healthy body composition  <a href="#">Gr 2, Lesson 16, 17, 18, 19, 20, 21</a></p>	<p>Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)  <a href="#">Gr 3, Lesson 5 (self-esteem in general)</a></p>	<p>Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety  <a href="#">Gr 4, Lesson 19</a></p>	<p>Use the MyPyramid.gov website to construct a balanced menu  <a href="#">Gr 5, Lesson 16, 17 (MyPlate)</a></p> <p>Describe and assess the relationship of family preferences and culture to food choices  <a href="#">Gr 5, Lesson 19</a></p>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

2. Nutrition (continued)						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C. Food Labels</b>		Recognize that packaged food products contain labels	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients) <i>Covered in MS</i>	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients) <i>Covered in MS</i>		Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels) <i>Gr 5, Lesson 18</i>
<b>D. Food Handling and Safety</b>	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off, floor, not touching others' food, wash fruits and vegetables) <i>Gr 2, Lesson 5</i>	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping) <i>Gr 2, Lesson 5</i>	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate) <i>Covered in MS</i>		Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food) <i>Covered in MS</i>	
<b>E. Food Energy and Physical Activity</b>		Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast) <i>Gr 1, Lesson 21</i>	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips) <i>Gr 2, Lesson 18</i>	Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats) <i>Gr 3, Lesson 17 (healthy food choices in general, not nutrient specific)</i>		Summarize the relationship between food intake and physical activity <i>Gr 5, Lesson 22</i>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

3. Consumer Health and Safety						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Media Influence on Health Habits and Decisions</b>			Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters) <a href="#">Gr 3, Lesson 21</a>		Collect and display examples of how the media can influence a consumer decision regarding health practices and products <a href="#">Gr 4, Lesson 21</a>	
<b>B. Consumer Rights and Issues</b>						List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education  Identify consumer health problems in your community
<b>C. Community Services/Careers</b>	Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol) <a href="#">Gr K, Lesson 3</a> (people who care)	Describe the responsibilities of various community helpers			Compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)	

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

4. Life Management Skills						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Decision Making and Problem Solving</b>	Recognize that people have disagreements and choices on how to resolve them <a href="#">Gr K, Lesson 2</a>	Recognize that decisions have consequences <a href="#">Gr K, Lesson 20</a> <a href="#">Gr 2, Lesson 9, 10, 11, 12</a>	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and “I” messages) <a href="#">Gr 3, Lesson 4</a>	Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice? <a href="#">Gr 3, Lesson 13, 26</a>	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends) <a href="#">Gr 4, Lesson 28</a>	Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise) <a href="#">Gr 4, Lesson 14, 15</a> <a href="#">Gr 5, Lesson 12</a>
<b>B. Refusal/Assertive Skills and Conflict Resolution</b>	Recognize and practice saying “no” to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or No, Go, and Tell) <a href="#">Gr 1, Lesson 20</a>	Describe what causes disagreements/fights and how to avoid them <a href="#">Gr 5, Lesson 10, 11, 12</a>		Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence) <a href="#">Gr 3, Lesson 16, 29</a> <a href="#">Gr 4, Lesson 13</a>	Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution <a href="#">Gr 4, Lesson 14, 15</a>	

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

4. Life Management Skills (continued)						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C. Goal Setting and Asset Development</b>		Demonstrate how goal-setting can help a person make a difference in their health or fitness <a href="#">Gr K, Lesson 23, 25</a> <a href="#">Gr 1, Lesson 8, 23</a> <a href="#">Gr 2, Lesson 13, 19, 21</a>	Identify positive influences in a person’s life (e.g., school, community, family) <a href="#">Gr 2, Lesson 1, 25</a> <a href="#">Gr 3, Lesson 3, 4</a>		Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations <a href="#">Gr 4, Lesson 1, 2, 3, 4, 5, 6</a>	Establish short and long term goals for a specific health issue
<b>D. Stress Management and Coping Skills</b>		Recognize what stress is and how it affects the body <a href="#">Covered in Gr 4</a>	Identify healthy activities that can relieve uncomfortable feelings and emotions <a href="#">Gr 2, Lesson 3, 4</a>	Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions (e.g., ask a trusted adult, make a plan of action, exercise, speak up) <a href="#">Gr 2, Lesson 2</a>  Differentiate positive and negative stress and how they can affect a person <a href="#">Gr 4, Lesson 1</a>	Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making) <a href="#">Gr 4, Lesson 1, 2, 3</a>	Describe the short and long term effects of stress on the body <a href="#">Gr 4, Lesson 2</a>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

4. Life Management Skills <i>(continued)</i>						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>E. Harassment/ Bullying and Violence Prevention</b>	Define “private parts” (e.g., what is covered by a swimming suit) and distinguish between “safe” and “unsafe” touch <b>Gr 1, Lesson 20</b>	Identify a trusted adult <b>Gr K, Lesson 3</b> <b>Gr 2, Lesson 4</b>  Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors <b>Gr K, Lesson 2</b> <b>Gr 1, Lesson 4</b> <b>Gr 2, Lesson 3</b>	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security) <b>Gr 1, Lesson 11</b> <i>(safe routes)</i>	Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm) <b>Gr 3, Lesson 14, 15</b>  Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status) <i>Covered in MS</i>	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults) <b>Gr 3, Lesson 15</b> <b>Gr 5, Lesson 9</b>  Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity) <b>Gr 4, Lesson 5</b>	Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don’t talk to strangers) <b>Gr 5, Lesson 9, 12, 15</b>

Risk Assessment and Reduction						
1. Disease Prevention and Control						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Communicable vs. Non-Communicable Diseases</b>	Recognize that germs cause illness. <a href="#">Gr K, Lesson 6</a>	Identify signs of illness and list ways to help you recover <a href="#">Gr K, Lesson 7, 9</a>  Define germs, where they are found, and what harm they cause to the body <a href="#">Gr 1, Lesson 5</a>	Define communicable and non-communicable diseases <a href="#">Gr 5, Lesson 5</a>  Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands) <a href="#">Gr 2, Lesson 5</a> <a href="#">Gr 3, Lesson 6, 7</a>	Classify communicable and non-communicable diseases into the appropriate category	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems <a href="#">Gr 3, Lesson 6, 7</a>	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors <a href="#">Gr 5, Lesson 5, 6</a>
<b>B. Body Defenses and Recovery</b>	Model proper hand washing and hygiene <a href="#">Gr K, Lesson 6</a>	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods) <a href="#">Gr 1, Lesson 5, 8, 21, 22, 24, 25</a>		Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices) <a href="#">Gr 4, Lesson 7, 9</a> (healthy habits in general)	



HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

1. Disease Prevention and Control <i>(continued)</i>						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C. Types of Pathogens and Transmission</b>				Define pathogen and identify three major types (i.e., bacteria, virus, fungi)	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification) <a href="#">Gr 3, Lesson 6, 7</a> (germs and disease prevention in general)	
<b>D. Adolescent Health Issues and STIs</b>						
<b>E. HIV/AIDS Prevention Education</b>	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucus)  Identify how gloves protect us from bodily fluids	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not	Identify safe practices for reducing a person’s risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing) <a href="#">Gr 2, Lesson 5</a>	Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids <a href="#">Gr 5, Supplemental Lesson on HIV</a>	Describe how HIV affects the immune system <a href="#">Gr 5, Supplemental Lesson on HIV</a>	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection <a href="#">Gr 5, Supplemental Lesson on HIV</a>
<b>F. Abstinence, Prevention Behaviors, and Teen Pregnancy</b>						

**HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5**

<b>2. Injury Prevention and Safety</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>A. Safety for Home, School, and Communities</b>	<p>Identify safe and unsafe practices and conditions at home, school, and in the community <b>Gr K, Lesson 12, 13, 14, 15, 16, 17</b></p> <p>Recognize warning labels that identify harmful items and substances (e.g., cleaning products, “Mr. Yuk” symbol, plastic bags) <b>Gr K, Lesson 16</b></p>	<p>Identify ways to stay safe in bad weather (e.g., tornado, electric storms) <b>Gr 1, Lesson 7 (weather in general)</b></p> <p>Identify safety rules for being around strangers and using the internet <b>Gr 1 Lesson 11 (safe routes only)</b></p> <p>Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan) <b>Gr 1, Lesson 15 (fires)</b></p>	<p>Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle) <b>Gr 1, Lesson 9, 10, 11, 12, 13, 14</b> <b>Gr 2, Lesson 6, 9, 10, 11, 12</b></p> <p>List common emergencies and steps to take in each situation <b>Gr 1, Lesson 16, 17</b></p>	<p>Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove) <b>Gr 3, Lesson 13 (safe choices in general)</b></p>	<p>Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out) <b>Gr 4, Lesson 11, 12</b></p>	<p>Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors <b>Gr 5, Lesson 13</b></p>
<b>B. First-Aid Procedures</b> <i>(Note: HealthSmart includes content on getting help in emergencies, but does not cover first-aid procedures.)</i>	<p>Tell what first aid is and give an example</p> <p>Explain how to make emergency phone calls <b>Gr K, Lesson 19</b> <b>Gr 1, Lesson 17</b></p>	<p>Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter) <b>Gr K, Lesson 18</b></p>	<p>Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed) <b>Gr K, Lesson 8</b></p>	<p>Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)</p>	<p>Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)</p>	<p>Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing)</p>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

2. Injury Prevention and Safety <i>(continued)</i>						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C. Activity Related Injuries and Environmental Conditions</b>	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	Match safety equipment to the activity or sport	Explain the use and purpose of safety equipment <a href="#">Gr 2, Lesson 12</a> <a href="#">Gr 3, Lesson 9, 10, 11</a>		Predict the outcome when safety equipment is used/not used in physical activity <a href="#">Gr 4, Lesson 11, 12</a>	
<b>D. Water-Related Emergencies</b>	Recognize the importance of safety rules in and around water <a href="#">Gr 2, Lesson 11</a> Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather) <a href="#">Gr 2, Lesson 11</a>	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather) <a href="#">Gr 2, Lesson 11</a>		Apply safe practices and procedures in and around water <a href="#">Gr 3, Lesson 10, 11</a>	Explain the cause and effect of following water safety rules <a href="#">Gr 4, Lesson 11, 12</a>	

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

3. Substance Education						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Safe and Unsafe Substances</b>	<p>Recognize that there are safe and unsafe substances that can be taken into the body <b>Gr K, Lesson 7, 16</b></p> <p>Identify ways to stay away from dangerous substances <b>Gr K, Lesson 16, 29</b></p>	<p>Identify alcohol, tobacco, and medicines as drugs <b>Gr 1, Lesson 26 (tobacco)</b> <b>Gr 2, Lesson 6 (medicines)</b></p> <p>Differentiate what is and what is not medicine and its proper and improper use (e.g., vitamins) <b>Gr 2, Lesson 6</b></p>	<p>Identify various types of drugs (e.g., nicotine, alcohol and street drugs) <b>Gr 2, Lesson 23 (tobacco)</b> <b>Gr 3, Lesson 25 (tobacco/alcohol)</b></p> <p>Explain what constitutes a drug free and safe community <b>Gr 2, Lesson 25, 26</b></p>		<p>Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)</p>	
<b>B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances</b>	<p>Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision <b>Gr K, Lesson 7</b></p>	<p>Distinguish between over-the-counter and prescription drugs <b>Gr 2, Lesson 6</b></p>	<p>Recognize importance of safely storing medicine in its proper place <b>Gr 2, Lesson 6</b></p>	<p>Recognize the role of medication in treating an illness <b>Gr 3, Lesson 8</b></p>	<p>Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems) <b>Gr 3, Lesson 8</b></p>	<p>Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal) <b>Gr 3, Lesson 8</b></p>

HealthSmart Alignment with Missouri Health Education Grade-Level Expectations Grades K–5

3. Substance Education (continued)						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C. Substance Use vs. Non-Use</b>	Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body <b>Gr K, Lesson 26, 27</b>		Describe the effects of TAOD on the body (e.g., lungs, brain, liver) <b>Gr 2, Lesson 23 (tobacco)</b> <b>Gr 3, Lesson 25 (tobacco/alcohol)</b>	Describe how TAOD affects the way a person thinks, feels, and acts <b>Gr 3, Lesson 25</b>  Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances <b>Gr 3, Lesson 7, 28</b>  Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports) <b>Gr 4, Lesson 20</b>	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous) <b>Gr 4, Lesson 20</b>  Analyze the effects of choosing healthy alternatives rather than using or abusing substances <b>Gr 4, Lesson 20, 24</b>	Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD <b>Gr 4, Lesson 24</b> <b>Gr 5, 28, 29, 30 (alcohol)</b>

4. Environmental Health						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A. Effects of Pollution on Health</b>	Recognize how the environment affects a person’s health	Identify substances that pollute the air and harm your lungs <b>Gr 1, Lesson 26 (tobacco only)</b>  Recognize the effects of noise pollution on the body (e.g., loud music, headsets)		Recognize different types of pollution and how they affect one’s health (noise, water, air, land) <b>Gr 4, Lesson 8 (protecting ears)</b>	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of secondhand smoke	
<b>B. Individual Responsibility</b>	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats) <b>Gr 1, Lesson 7</b>		Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia)  Recognize that littering is against the law and promotes the spreading of pathogens	Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse)  Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances)	Identify actual or potential risks factors and reduction methods within the environment that can affect one’s health (e.g., wearing sunscreen, having parent change furnace filter) <b>Gr 4, Lesson 7 (sunscreen only)</b>	Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one’s personal health