Missouri Health

Grade K

Adopted 2007

Functions and Interrelationships of Systems

1. **Structure and Functions of the Body**
   - A. Sensory System
     - a. Identify the five senses.
   - B. Muscular System
     - a. Tell why people have muscles.
   - C. Skeletal System
     - a. Tell why people have bones.
   - E. Cardio-respiratory/Circulatory System
     - a. Show the location of the heart.

2. **Social, Emotional and Mental Health**
   - A. Influence of Family and Peers
     - a. State qualities of a good friend.
     - b. Recognize similarities and differences of families.
   - C. Communication Skills
     - a. Recognize different emotions.
     - b. Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid).

Health Maintenance and Enhancement

1. **Personal and Family Health**
   - A. Personal Health
     - a. Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene).
   - D. Health and Skill Related Fitness
     - a. Recognize that active play makes people strong and healthy.

2. **Nutrition**
   - B. Balance, Variety and Moderation
     - a. Recognize we need a variety of foods each day.

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D. Food Handling and Safety

a. 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).

3. Consumer Health and Safety

C. Community Services/Careers

a. Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol).

4. Life Management Skills

A. Decision Making and Problem Solving

a. Recognize that people have disagreements and choices on how to resolve them.

B. Refusal/Assertive Skills and Conflict Resolution

a. 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).

E. Harassment/Bullying and Violence Prevention

a. Define "private parts" (e.g., what is covered by a swimming suit) and distinguish between "safe" and "unsafe" touch.

Risk Assessment and Reduction

1. Disease Prevention and Control

A. Communicable vs. Non-Communicable Diseases

a. Recognize that germs cause illness.

B. Body Defenses and Recovery

a. Model proper hand washing and hygiene.

E. HIV/AIDS Prevention Education

a. Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous).

b. Identify how gloves protect us from bodily fluids.

2. Injury Prevention and Safety

A. Safety for Home, School, and Communities

a. Identify safe and unsafe practices and conditions at home, school, and in the community.

b. Recognize warning labels that identify harmful items and substances (e.g., cleaning products, "Mr. Yuk" symbol, plastic bags).

B. First Aid Procedures

a. Tell what first aid is and give an example.

b. Explain how to make emergency phone calls.

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C. Activity Related Injuries and Environmental Conditions

   a. 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).

D. Water-Related Emergencies

   a. Recognize the importance of safety rules in and around water.

   b. Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather).

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3. **Substance Education**

   A. Safe and Unsafe Substances

      a. Recognize that there are safe and unsafe substances that can be taken into the body.

      b. Identify ways to stay sway from dangerous substances.

   B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances

      a. Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.

   C. Substance Use vs. Non-Use

      a. Recognize that TAOD (tobacco, alcohol, and other drugs)can have dangerous effects on the body.

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4. **Environmental Health**

   A. Effects of Pollution on Health

      a. Recognize how the environment affects a person's health.

   B. Individual Responsibility

      a. Identify ways to protect the body from the environment (e.g., sunscreen, insect repellant, sunglasses, goggles, hats).