

Rational:

Elementary health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. The course is part of a planned, sequential, comprehensive health education curriculum and includes the major content areas outlined in the state curriculum: (1) Structure and Function of the Body; (2) Social, Emotional and Mental Health; (3) Personal and Family Health; (4) Nutrition; (5) Consumer Health and Safety; (6) Life Management Skills; (7) Disease Prevention and Control; (8) Injury Prevention and Safety; (9) Substance Education; and (10) Environmental Health Prevention.

Course Description:

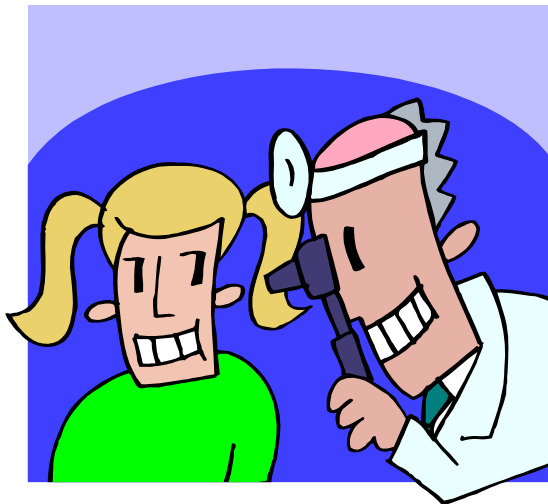
This course helps students to understand, accept, and value themselves and others as persons who are alike in some ways and different in others. Health education helps students initiate, practice, and apply behaviors that are likely to contribute to the development of a healthy lifestyle. They learn about drug and alcohol abuse and human/non-communicable diseases. They evaluate and analyze how nutrition and exercise affect the body's development. They recognize the affects the environment has on oneself. They learn about community health services.

For more information, please call:
Missouri School for the Blind
Joy Waddell, Assistant Superintendent
3815 Magnolia Ave.
St. Louis, MO 63110
Phone: 31-776-4320 ext. 1140
Fax: 314-776-1875
Email: joyce.waddell@msb.dese.mo.gov

Missouri School for the Blind



Elementary Health



Health Education

Functions and Interrelationships of Systems

1. Structures of the Body

- Identify the five senses
 - Illustrate the functions of the five senses
 - Classify the five sense and their parts and explain how the five senses are use in personal and social environment
 - Name the major parts, function and disorders of the sensory organs
 - Tell why people have muscles
 - Identify a muscle in each region of the body
 - Describe the functions of the muscular systems and provide examples
 - Recognize the major muscles of the muscular system
 - Describe how muscles affect overall health
 - Explain ways in which the muscular and other body systems work together
 - Classify the three different types of muscle tissue and differentiate between voluntary and involuntary muscle movement
 - Tell why people have bones
 - Identify a bone in each region of the body
 - Describe the functions of the skeletal system
 - Categorize the name different bones by body parts
 - Identify the different types of bones and their functions
 - Differentiate among the types of joints in the skeletal system
 - Describe the function of the skin
 - Identify the major components and functions of the integumentary system
 - Describe the cause/effect of healthy lifestyle choices as they relate to the three layers of skin
 - Formulate ways to protect skin from environmental damage
 - Explain ways in which the integumentary system works with the sensory organs
 - Recognize the importance of self and regular check-ups for skin abnormalities
 - Show the location of the heart
- Predict what happens to your heart rate during physical activity
 - Identify the major components of the cardio-respiratory system
 - Name the major functions of the cardio-respiratory system
 - Identify the cause and effect of lifestyles choices on the cardio-respiratory system
 - Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system
 - Show the effect of lifestyle choices on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
 - Identify the types of blood vessels
 - Identify the chambers of the heart
 - Identify types of blood cells
 - Explain ways in which the cardio-respiratory system interacts with other systems
 - Identify the basic components of the respiratory system
 - Identify additional components of the respiratory system
 - Identify common problems, symptoms, and treatment of breathing disorders
 - Identify the cause and effect of lifestyle choices on the respiratory system
 - Describe the function of the respiratory system
 - Illustrate air flow through the respiratory system and its relationship to the circulatory system
 - Identify the major components and functions of the nervous system
 - 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 sense
 - Investigate how environment affects learning
 - Distinguish between the CNS and PNS
 - Identify the major components and functions of the digestive system

Elementary Health

- Describe the process of the digestive system and how they are affected by lifestyle choices
- Explain ways in which the digestive and other body systems work together
- Identify the function of each organ in the digestive system
- Label the major components and functions of the urinary/excretory system
- Explain ways in which the urinary/excretory works with other body systems
- Identify and describe the basic structure and functions of the endocrine system including growth
- Explain ways in which the endocrine and nervous system work together
- Describe how the endocrine system affects all other body systems
- Identify and describe the basic structure and function of the male and female reproductive system
- Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty
- Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization
- Describe how to keep the immune system healthy and explain the principles of vaccination and immunization
- Label the major components and identify the functions of the lymphatic system



Health Maintenance & Enhancement

1. Personal and Family Health

- Identify behaviors that keep a person healthy
- Show the cause and effect of healthy behaviors
- Identify and show good oral hygiene
- Describe that personal health is enhanced by behaviors
- Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle
- Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
- Identify body changes during puberty and proper hygiene practices
- Identify preventive health care
- Identify various health needs during adolescence
- Describe how people grow and change throughout life
- Sequence the stages of the human life cycle
- Recognize the rapid changes in adolescent development
- Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt
- Recognize that active play makes people strong and healthy
- Recognize that physical activity increases heart and respiratory rate
- Describe how exercise makes a person's body stronger
- Identify and define components of health related fitness



- Distinguish individual strengths and weaknesses in health related fitness



2. Nutrition

- Recognize that foods come from plant and animal sources and provide the body with fuel (energy)
- Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating
- Identify healthy food choices in each of the five food groups
- Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body
- Identify the six essential nutrients and their functions
- Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients on food labels and recognize that this information helps one make healthy food choices
- Describe the relationship between food intake and energy
- Identify sources and functions of specific vitamins and minerals that are critical for youth
- Recognize the MyPyramid.gov food slogans
- Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body
- Recognize we need a variety of foods in our diet
- Identify a healthy snack from each food group
- Recognize that eating healthy and being active will help maintain a healthy body composition
- Compare and contrast the relationship between body image and personal health
- Make decisions regarding food choices based on balance moderation and variety
- Use the MyPyramid.gov website to construct a balanced menu

- Describe and assess the relationship of family preferences and culture to food choices
- Discuss the misconceptions projected by society in regard to body image
- Recognize that packaged food products contain labels
- Identify the basic parts of the Nutrition Facts Label
- Explain the importance of Nutrition Facts on food labels in making healthful selections
- Examine food labels to determine calories and nutrients in a product
- Identify allergy information on food labels
- Describe proper food guidelines and storage
- Recognize that food provides the body with fuel (energy)
- Recognize that essential nutrients provide different amounts of energy
- Summarize the relationship between food intake and physical activity

3. Consumer Health and Safety

- Identify advertising techniques that target children
- Collect and display examples of how the media can influence a consumer decision regarding health practices and products
- Identify consumer health problems in your community
- Identify community helpers and health professionals
- Describe the responsibilities of various community helpers
- Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community
- Identify and explore health related careers



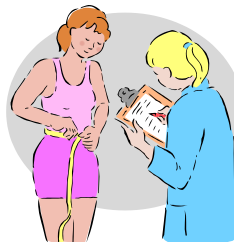
2. Social, Emotional and Mental Health

- State qualities of a good friend
- Recognize similarities and differences of families
- Identify responsibilities within a family and describe characteristics needed to be a responsible family member
- Recognize the influence peers have on people
- Identify how family, friends, and culture can influence personal health practices
- Differentiate between negative peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence family, friends, and culture have on health choices and behaviors during adolescence
- Recognize how each person has a unique contribution to their community
- Identify the cause and effect of one's actions on others
- Analyze the duties and responsibilities needed to be a contributing member of a social community
- Relate the effects of human actions toward people with diverse backgrounds and demonstrate ways to effectively communicate with them
- Recognize situations where the perspective of others may differ from your own
- Recognize different emotions
- Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each
- Identify a variety of feelings and situations that may require adult assistance
- Identify appropriate ways to express needs, wants, and feelings



4. Life Management Skills

- Recognize that people have disagreements and choices on how to resolve them
- Recognize that decisions have consequences
- Identify positive ways to solve or prevent problems
- Identify the five steps of the decision making process
- Explain and cite examples where the decision making process may be used
- Apply strategies to solve or prevent problems
- Recognize that life management skills can be applied to personal situations that adolescents encounter
- Recognize and practice saying “no” to unhealthy actions and behaviors toward them
- Describe what causes disagreements/fights and how to avoid them
- Define refusal skills and assertive skills
- 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
- Apply and assess conflict/mediation strategies to a variety of conflict situations
- Demonstrate how goal-setting can help a person make a difference in their health or fitness
- Identify positive influences in a person's life
- Assess situations that may require coping strategies
- Establish short and long term goals for a specific health issue
- Evaluate current assets
- Recognize what stress is and how it affects the body
- Identify healthy activities that can relieve uncomfortable feelings and emotions
- Describe healthy activities and coping strategies to deal with uncomfortable feelings & emotions



- Differentiate positive and negative stress and how they can affect a person
- Identify personal stressors in daily living and describe strategies to deal with these stressors
- Describe the short and long term effects of stress on the body
- Describe positive stress management skills to reduce stress related problems
- Define “private parts” and distinguish between “safe” and “unsafe” touch
- Identify a trusted adult
- Identify resources in the community that can provide safety
- Define bullying and harassment and list acts of each
- Define violence and identify the causes
- Describe strategies to prevent bullying
- Describe strategies to prevent violence
- Devise a plan to reduce risk of becoming a victim of violence, include violence prevention strategies
- Formulate a personal and school-wide plans to address and reduce bullying



Disease Prevention and Control

1. Disease Prevention and Control

- Recognize that germs cause sickness
- Identify signs of illness and list ways to help you recover
- Define germs, where they are found, and what harm they cause to the body
- Define communicable & noncommunicable disease
- Identify how germs are spread and apply practices which help keep our community germ-free
- Classify communicable & noncommunicable diseases into the appropriate category
- Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems

- Determine cause and effect relationships between noncommunicable diseases and lifestyle behaviors
- Model proper hand washing and hygiene
- Identify behaviors that prevent and reduce chances of illness
- Identify body's basic lines of defense
- Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens
- Analyze information about the transmission and prevention of communicable diseases
- Locate, select, and organize information about noncommunicable disease that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder
- Identify bodily fluids
- Identify how gloves protect us from bodily fluids
- Recognize that blood 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
- Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids
- Describe how HIV affects the immune system
- List behaviors that could enhance HIV transmission and strategies to prevent infection
- Explain and discuss the relationship between HIV and AIDS



- Evaluate the importance of effective listening skills in building and maintaining relationships
- Define defense mechanisms as a means for handling emotions
- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

2. Injury Prevention and Safety

- Identify safe and unsafe practices and conditions at home, school, and community
- Recognize warning labels that identify harmful items and substances
- Identify ways to safely travel in bad weather
- Identify safety rules for being around strangers and using the internet
- Identify potential hazards in and around the home
- Describe common safety rules and laws
- List common emergencies and steps to take in each situation
- Construct a plan of what to do when home alone
- Assess personal environment and recognize the potential for danger in everyday situations
- Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors.
- Tell what first aid is and give an example
- Explain how to make emergency phone calls
- Identify individuals who can properly assist with first aid procedures
- Recognize what to do for minor injuries under adult supervision



- Create a plan that recognizes an emergency or non-emergency situation and how to respond
- Demonstrate basic first aid procedures for handling weather-related emergencies
- Explain how basic aid techniques can help to save lives
- Recognize basic first aid techniques that help save lives, reduce the severity of an injury and enhance recovery
- Match safety equipment to the activity or sport
- Explain the use and purpose of safety equipment
- Predict the outcome when safety equipment is used/not used in physical activity
- Apply concepts about weather safety exercise precautions during activities, and follow appropriate safety rules and use of equipment
- Recognize the importance of safety rules in and around water
- Identify specific safe practices in and around water
- Demonstrate specific safe practices and procedures in and around water
- Apply safe practices and procedures in and around water
- Explain the cause and effect of following water safety rules
- Investigate the community agencies that provide water safety courses

3. Substance Education

- Recognize that there are safe and unsafe substances that can be taken into the body
- Identify ways to stay away from dangerous substances
- Identify alcohol, tobacco, and medicine as drugs
- Differentiate what is and what is not medicine and its proper and improper use
- Identify various types of drugs
- Explain what constitutes a drug free and safe community

- Classify substances in the home according to proper and improper usage
- Describe the short and long-term effects of performance enhancing drugs
- Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision
- Distinguish between over-the-counter and prescription drugs
- Recognize importance of safely storing medicine in its proper place
- Recognize the role of medication in treating an illness
- Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely
- Explain the guidelines and precautions needed when using OTC and prescription drugs
- Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guide lines for use
- Recognize that TAOD can have dangerous effects on the body
- Describe the effects of tobacco and alcohol on the body
- Describe how TAOD affects the way a person thinks, feels and acts
- Recognize the factors that influence decisions to use or abuse substances
- Identify healthy alternatives instead of using or abusing substances
- Describe how TAOD can affect the body systems
- Analyze the effects of choosing healthy alternatives rather than using or abusing substances
- Discuss the issues relative to a smoke-free environment and demonstrate strategies for refusing TAOD



- Classify drugs based on their effect on the body
- Differentiate among various types of drugs and their effect upon the body
- Present different opinions and arguments about the effects of TAOD on individuals, family, and society



4. Environmental Health

- Recognize how the environment affects a person's health
- Identify substances that pollute the air and harm your lungs
- Recognize the effects or noise pollution on the body
- Recognize different types of pollution and how they affect one's health
- Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of second hand smoke
- Identify ways to protect the body from the environment
- Recognize the harmful effects of poor air quality or extreme temperature to the body
- 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
- Identify actual or potential risk factors within the home, school, and community environment that can affect one's health; then establish goals and a plan to reduce personal risks
- 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