

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

**Middle & High School
Third Edition**

advancing
health
equity **etr.**

Missouri Health Education Grade-Level Expectations, Grades 6–8, Grades 9–12

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.

HealthSmart Unit Key

ABST = Abstinence, Puberty & Personal Health (MS); Abstinence, Personal & Sexual Health (HS)
 EMH = Emotional & Mental Health TAOD = Tobacco, Alcohol & Other Drug Prevention
 HIV = HIV, STI & Pregnancy Prevention VIP = Violence & Injury Prevention
 NPA = Nutrition & Physical Activity

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 6	Grade 7	Grade 8	Grades 9 - 12
A. Sensory System				Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
B. Muscular System	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement	Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
C. Skeletal System	Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable)	Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)

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1. Structure and Functions of the Body (continued)				
<i>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.</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
D. Integumentary System (skin)				
E. Cardiorespiratory /Circulatory System		Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally MS NPA, Lesson 14		Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia) HS ABST, Lesson 3 (chronic disease in general)
F. Respiratory System	Illustrate air flow through the respiratory system and its relationship to the circulatory system	Measure respiratory rates during inactivity and activity MS NPA, Lesson 14 (informally)		
G. Nervous System	Investigate how environment affects learning Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System)	Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	Analyze how learning is influenced by the brain’s short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson’s, epilepsy)

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1. Structure and Functions of the Body (continued)				
<i>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.</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
H. Digestive System	Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health			List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn’s Disease, diarrhea, constipation, gall stones, colon cancer)
I. Urinary/Excretory System		Relate how health behaviors affect the urinary/excretory system		Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
J. Endocrine System	Describe how the endocrine system affects all other body systems		Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances) List the causes of type II diabetes and describe management procedures and prevention techniques

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1. Structure and Functions of the Body (continued)				
<i>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.</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
K. Reproductive System	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 MS ABST, Lesson 5, 6, 7	Distinguish between dominant and recessive traits	Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation Explain how to maintain a healthy reproductive system MS ABST, Lesson 9 Identify cancer signs and symptoms and explain the importance of monthly self-examinations Self-exam covered in HS ABST, Lesson 9	Recognize normal vs. abnormal conditions of the reproductive system Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases HS ABST, Lesson 9
L. Lymphatic-Immune System	Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity)			Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)

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2. Social, Emotional and Mental Health				
	Grade 6	Grade 7	Grade 8	Grade 9–12
A. Influence of Family and Peers	<p>Differentiate between negative and positive peer pressure and discuss reversal techniques MS ABST, Lesson 13 MS EMH, Lesson 13 MS TAOD, Lesson 11</p> <p>Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence MS ABST, Lesson 12 MS EMH, Lesson 13 MS NPA, Lesson 9, 11 MS TAOD, Lesson 9, 12 MS VIP, Lesson 5</p>			<p>Cite evidence that supports the rights both individuals and the communities have when making social health decisions</p> <p>Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage) HS EMH, Lesson 2, 8</p>
B. Responsibilities in Society				<p>Develop a list of attributes needed to live effectively with others HS EMH, Lesson 2</p>
C. Communication Skills	<p>Describe how to constructively manage feelings caused by disappointment, stress, separation or loss MS EMH, Lesson 6, 7, 8, 12</p> <p>Model healthy communication skills through exchange of information, questions, and ideas while recognizing perspective of others MS EMH, Lesson 5 MS VIP, Lesson 14, 15</p>	<p>Formulate scenarios that will illustrate potential problems or difficult situations MS EMH, Lesson 14 MS HIV, Lesson 8, 9 MS VIP, Lesson 6, 13, 14, 15</p>	<p>Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds MS HIV, Lesson 2</p>	<p>Compare and contrast constructive versus destructive defense mechanisms as a means for handling one’s emotions HS EMH, Lesson 6</p> <p>Predict how the dynamics of relationships with family, groups, and community change as the individual matures HS EMH, Lesson 8, 9</p>

Health Maintenance and Enhancement				
1. Personal and Family Health				
	Grade 6	Grade 7	Grade 8	Grade 9–12
A. Personal Health	Identify body changes during puberty and proper hygiene practices (e.g., acne) MS ABST, Lesson 5, 6, 7, 8, 9	Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices MS ABST, Lesson 2 MS NPA, Lesson 3, 5, 12, 14	Analyze how social, emotional, physical, and mental health affect wellness MS EMH, Lesson 1	Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke) HS ABST, Lesson 3 (chronic disease in general)
B. Preventive Care	Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene) MS ABST, Lesson 2, 9 MS EMH, Lesson 8, 15	Predict problems that may occur due to insufficient or lack of preventive care for health needs MS ABST, Lesson 3, 9	Assess personal health needs during adolescence and apply strategies to address those needs or problems MS ABST, Lesson 2, 9	Discuss the concept of preventive care and its importance in maintaining and improving health HS ABST, Lesson 4, 9
C. Growth and Development	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease) MS ABST, Lesson 3	Sequence the process and events of the human life cycle including fertilization, fetal development and birth		

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1. Personal and Family Health (continued)				
	Grade 6	Grade 7	Grade 8	Grade 9–12
D. Health and Skill Related Fitness		Distinguish the differences between health and skill related fitness		Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity HS NPA, Lesson 7 Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness HS NPA, Lesson 6, 7, 10, 11

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2. Nutrition				
	Grade 6	Grade 7	Grade 8	Grade 9–12
A. Essential Nutrients and Food Groupings	Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth MS NPA, Lesson 1	Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution MS NPA, Lesson 4	Justify food sources that supply each of the essential nutrients MS NPA, Lesson 1	Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention) HS NPA, Lesson 1 Assess how nutritional needs change throughout the life cycle
B. Balance, Variety and Moderation	Discuss the misconceptions projected by society in regard to body image MS NPA, Lesson 11	Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health. MS NPA, Lesson 9 Recognize the symptoms of various eating disorders and proper referral sources MS NPA, Lesson 13	Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in “My Pyramid” MS NPA, Lesson 3 (MyPlate)	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease HS NPA, Lesson 1 Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) HS NPA, Lesson 12 Analyze food choices and discuss how it should be used to develop a proper diet HS NPA, Lesson 2, 3

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2. Nutrition (continued)				
	Grade 6	Grade 7	Grade 8	Grade 9–12
C. Food Labels	Identify allergy information on food labels	Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product MS NPA, Lesson 4		Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies) HS NPA, Lesson 4
D. Food Handling and Safety		Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations MS NPA, Lesson 8		Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
E. Food Energy and Physical Activity		Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution MS NPA, Lesson 4		Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss) HS NPA, Lesson 10, 11, 14

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2. Consumer Health and Safety				
	Grade 6	Grade 7	Grade 8	Grades 9–12
A. Media Influence on Health Habits and Decisions	Recognize that fads, quackery, and advertising can influence health behaviors and practices MS NPA, Lesson 9, 12 MS TAOD, Lesson 13		Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters) MS TAOD, Lesson 14	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people HS NPA, Lesson 13 Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health. HS NPA, Lesson 12
B. Consumer Rights and Issues			Identify and select appropriate consumer protection agencies that address various specific consumer issues Identify and analyze consumer health issues and products to make wise decisions	Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)

C. Consumer Health and Safety <i>(continued)</i>				
	Grade 6	Grade 7	Grade 8	Grades 9–12
C. Community Services/Careers	<p>Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers)</p> <p>Identify and explore health-related careers</p>	<p>Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association)</p> <p>Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)</p>	<p>Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities</p> <p>Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances)</p> <p>Identify career opportunities in health-related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)</p>	<p>Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)</p>

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4. Life Management Skills				
	Grade 6	Grade 7	Grade 8	Grade 9–12
A. Decision Making and Problem Solving	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter MS ABST, Lesson 14, 15 MS EMH, Lesson 9, 10, 11, 14, 15 MS HIV, Lesson 9, 10, 11, 13 MS NPA, Lesson 10, 16, 17 MS TAOD, Lesson 10, 15, 16 MS VIP, Lesson 5, 6, 14, 15	Analyze and evaluate how the decision making process can help an individual in life situations MS EMH, Lesson 14 MS HIV, Lesson 9 MS VIP, Lesson 6	Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional MS EMH, Lesson 14 MS HIV, Lesson 9 MS VIP, Lesson 6	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development) HS EMH, Lesson 7, 11, 12, 13, 14 HS HIV, Lesson 2, 15 HS NPA, Lesson 8 HS TAOD, Lesson 6, 16 HS VIP, Lesson 6, 7, 11
B. Refusal/Assertive Skills and Conflict Resolution	Apply and assess conflict/mediation strategies to a variety of conflict situations MS VIP, Lesson 14, 15	Examine the impact that peer pressure refusal skills have on self-perception and the perception of others MS ABST, Lesson 14, 15 MS HIV, Lesson 10, 11 MS NPA, Lesson 10 MS TAOD, Lesson 15, 16 MS VIP, Lesson 5		
C. Goal Setting and Asset Development	Evaluate current assets (positive influences in one’s life) and determine ways to enhance those qualities MS EMH, Lesson 3			

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4. Life Management Skills (continued)				
	Grade 6	Grade 7	Grade 8	Grade 9–12
D. Stress Management and Coping Skills	Describe positive stress management skills to reduce stress related problems MS EMH, Lesson 10, 11	Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out) MS EMH, Lesson 10, 11		Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively) HS EMH, Lesson 3, 5, 13, 14
E. Harassment/Bullying and Violence Prevention	Formulate a personal and school-wide plan(s) to address and reduce bullying MS VIP, Lesson 10	Discuss sexual harassment issues and create a plan to address these issues Covered in HS VIP Lesson 14	Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying MS VIP, Lesson 10, 11, 12, 16 Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors) MS VIP, Lesson 10, 11, 17	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills HS VIP, Lesson 11, 12, 13, 14, 15, 16, 19

Risk Assessment and Reduction				
1. Disease Prevention and Control				
	Grade 6	Grade 7	Grade 8	Grade 9–12
A. Communicable vs. Non-Communicable Diseases			<p>Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases MS ABST, Lesson 3</p> <p>Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis) MS ABST, Lesson 3</p>	<p>Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management) HS ABST, Lesson 1</p> <p>Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))</p> <p>Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)</p>

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1. Disease Prevention and Control <i>(continued)</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
B. Body Defenses and Recovery	Identify the stages of disease progression (e.g., incubation)		Describe the body's lines of defense and the stages of disease progression (e.g., incubation)	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them
C. Types of Pathogens and Transmission	Analyze information about the transmission and prevention of communicable diseases MS ABST, Lesson 3		Hypothesize optimal conditions for growth and transmission of pathogens	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection) Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
D. Adolescent Health Issues and STIs	Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder) Covered in HS ABST, Lesson 3	Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin) Covered in HS, ABST, Lesson 9 (self-exam) Name and discuss common STIs (sexually transmitted infections) MS HIV, Lesson 6 Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections MS HIV, Lesson 6, 8	Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development Covered in HS ABST, Lesson 3 Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management MS NPA, Lesson 13 (eating disorders only)	Compare signs and symptoms of common sexually transmitted infections HS HIV, Lesson 6 (focus is on common symptoms) Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections) HS HIV, Lesson 6, 7, 9, 10

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1. Disease Prevention and Control <i>(continued)</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
E. HIV/AIDS Prevention Education	Explain and discuss the relationship between HIV and AIDS MS HIV, Lesson 7	Compare and contrast signs and symptoms or HIV/AIDS MS HIV, Lesson 7	Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS MS HIV, Lesson 7	
F. Abstinence, Prevention Behaviors, and Teen Pregnancy		Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention MS ABST Lesson 11 MS HIV, Lesson 6, 8, 12 (*Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”) MS HIV, Lesson 14		Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics) HS HIV, Lesson 5 Investigate and analyze the cause-and-effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and it’s effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight) HS HIV, Supplemental Lesson Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable HS HIV, Lesson 5

2. Injury Prevention and Safety				
	Grade 6	Grade 7	Grade 8	Grade 9–12
<p>A. Safety for Home, School, and Communities</p>		<p>Assess home and school environments for potential unsafe situations and recommend corrective action MS VIP, Lesson 3 (safety rules in general) Specific assessment/solutions covered in HS VIP, Lesson 6</p>	<p>Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others MS EMH, Lesson 8 MS VIP, Lesson 13</p> <p>Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks) MS VIP, Lesson 8</p>	<p>Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs) HS VIP, Lesson 9</p>
<p>B. First-Aid Procedures (Note: HealthSmart includes content on getting help in emergencies, but does not cover first-aid procedures.)</p>	<p>Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery</p>	<p>Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE</p>	<p>Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care Covered in HS VIP, Lesson 4</p> <p>Analyze why the processes are used in sequential order (i.e., ABC of emergencies)</p>	<p>Identify, from a given list, those situations that are life threatening and perform basic life-saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning) HS VIP, Lesson 4 (covers responding to emergencies, but not specific first-aid procedures)</p>

2. Injury Prevention and Safety <i>(continued)</i>				
	Grade 6	Grade 7	Grade 8	Grade 9–12
C. Activity Related Injuries and Environmental Conditions	Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment MS VIP, Lesson 3, 4	Make informed decisions to reduce the risk of injuries during exercise, sports and other activities MS VIP, Lesson 6		Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices HS VIP, Lesson 4 (covers responding to weather emergencies, but not specific first-aid procedures)
D. Water-Related Emergencies	Investigate the community agencies that provide water safety courses			List the common water-related emergencies and describe prevention and treatment techniques HS VIP, Lesson 3

3. Substance Education				
	Grade 6	Grade 7	Grade 8	Grades 9–12
A. Safe and Unsafe Substances	Describe the short and long-term effects of performance enhancing drugs Would need to be added to MS TAOD, Lesson 1			Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, “road rage,” acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases) HS TAOD, Lesson 1
B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances	Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use MS TAOD, Lesson 5			Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances) HS TAOD, Lesson 3

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3. Substance Education (continued)				
	Grade 6	Grade 7	Grade 8	Grades 9–12
C. Substance Use vs. Non-Use	<p>Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic)</p> <p>Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry</p> <p>Present different opinions and arguments about the effects of TAOD on individuals, family, and society MS TAOD, Lesson 1</p>	<p>Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use MS TAOD, Lesson 11</p>	<p>Determine a cause-and-effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies) MS TAOD, Lesson 2, 3, 4, 7</p> <p>Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society MS TAOD, Lesson 3</p> <p>Determine the cause-and-effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking) MS TAOD, Lesson 2, 3, 4, 7, 8</p>	<p>Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society HS TAOD, Lesson 1, 2, 4, 5, 7, 8</p> <p>Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health Covered in MS TAOD, Lesson 11</p> <p>Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem HS TAOD, Lesson 2, 10</p> <p>Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors HS TAOD Lesson 11</p>

4. Environmental Health				
	Grade 6	Grade 7	Grade 8	Grades 9–12
A. Effects of Pollution on Health			Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution	Define global warming and its effects on the health of individuals worldwide Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
B. Individual Responsibility			Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility Examine existing and potential environmental health problems within their community and create solutions to address them	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)