



Missouri Health Correlations
Grades K-5



K-5 Missouri Health Correlations • Kindergarten



| Standard | Description | Health Lessons |
|------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| FS.1.A.K.a | Identify the five senses | Safety and Accident Prevention: Protecting My Five Senses |
| B. Muscular System | | |
| FS.1.B.K.a | Tell why people have muscles | Healthy Practices and Hygiene: What Is Exercise? |
| | | Safety and Accident Prevention: Protecting My Five Senses |
| | | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| C. Skeletal System | | |
| FS.1.C.K.a | Tell why people have bones | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| D. Integumentary System (Skin) | | |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.K.a | Show the location of the heart | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| F. Respiratory System | | |
| G. Nervous System | | |
| H. Digestive System | | |
| I. Urinary/Excretory System | | |
| J. Endocrine System | | |
| K. Reproductive System | | |
| L. Lymphatic-Immune System | | |
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| FS.2.A.K.a | State qualities of a good friend | Social Behavior: Making New Friends |
| | | Social Behavior: What are Healthy Relationships? |
| | | Mental Health and Wellness: How Do I Feel? |
| FS.2.A.K.b | Recognize similarities and differences of families | General Health: What Is Healthy Help? |
| B. Responsibilities in Society | | |

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| C. Communication Skills | | |
| FS.2.C.K.a | Recognize different emotions | Mental Health and Wellness: What Are Emotions? |
| | | Mental Health and Wellness: When I Feel Worried |
| | | Mental Health and Wellness: Controlling Myself |
| | | Mental Health and Wellness: How Do I Feel? |
| FS.2.C.K.b | Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid) | Mental Health and Wellness: What Are Emotions? |
| | | Mental Health and Wellness: When I Feel Worried |
| | | Mental Health and Wellness: Controlling Myself |
| | | Mental Health and Wellness: How Do I Feel? |
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.K.a | Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene) | Social Behavior: Making New Friends |
| | | Healthy Practices and Hygiene: Hygiene Skills |
| | | Healthy Practices and Hygiene: My Teeth and Mouth |
| | | Healthy Practices and Hygiene: What Is Exercise? |
| | | Mental Health and Wellness: When I Feel Worried |
| | | Healthy Eating and Nutrition: Food and My Body |
| | | Healthy Eating and Nutrition: Can I Eat Anything I Want? |
| | | Healthy Eating and Nutrition: Eating Habits |
| | | Healthy Eating and Nutrition: Harmful Effects - Substances |
| | | Disease and Illness Prevention: Staying Healthy |
| | | Safety and Accident Prevention: Helmets and Seatbelts |
| | | Safety and Accident Prevention: Safe Play |
| B. Preventive Care | | |
| C. Growth and Development | | |
| D. Health and Skill Related Fitness | | |
| HM.1.D.K.a | Recognize that active play makes people strong and healthy | Healthy Practices and Hygiene: What Is Exercise? |
| | | Health Toolbox: Moving My Body |

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| Standard | Description | Health Lessons |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| B. Balance, Variety and Moderation | | |
| HM.2.B.K.a | Recognize we need a variety of foods each day | Healthy Eating and Nutrition: Food and My Body |
| | | Healthy Eating and Nutrition: Can I Eat Anything I Want? |
| | | Healthy Eating and Nutrition: Eating Habits |
| C. Food Labels | | |
| D. Food Handling and Safety | | |
| HM.2.D.K.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) | General Health: Exploring My Health |
| | | Healthy Practices and Hygiene: Hygiene Skills |
| | | Disease and Illness Prevention: Cold and Flu |
| | | Disease and Illness Prevention: What Is Medicine? |
| | | Disease and Illness Prevention: Staying Healthy |
| E. Food Energy and Physical Activity | | |
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| B. Consumer Rights and Issues | | |
| C. Community Services/Careers | | |
| HM.3.C.K.a | Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol) | General Health: What Is Healthy Help? |
| | | Social Behavior: What are Healthy Relationships? |
| | | Responsible Decision Making: Discovering Short and Long-Term Goals |
| | | Responsible Decision Making: Explore - Getting Help with Online Safety |
| | | Mental Health and Wellness: When I Feel Worried |
| | | Disease and Illness Prevention: What Is a Checkup? |
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.K.a | Recognize that people have disagreements and choices on how to resolve them | Social Behavior: What are Healthy Relationships? |
| | | Responsible Decision Making: What Is a Problem? |
| | | Responsible Decision Making: I Can Make It Better |

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| B. Refusal/Assertive Skills and Conflict Resolution | | |
| HM.4.B.K.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) | Social Behavior: What are Healthy Relationships? |
| | | Responsible Decision Making: Explore - Getting Help with Online Safety |
| | | Healthy Eating and Nutrition: Harmful Effects - Substances |
| | | Safety and Accident Prevention: What Is Personal Safety? |
| C. Goal Setting and Asset Development | | |
| D. Stress Management and Coping Skills | | |
| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.K.a | Define “private parts” (e.g., what is covered by a swimming suit) and distinguish between “safe” and “unsafe” touch | Health Toolbox: Types of Touches |
| | | Health Toolbox: Think Quick! (Types of Touches) |
| | | Health Toolbox: Tell a Grown-up |
| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.K.a | Recognize that germs cause illness. | General Health: Exploring My Health |
| | | Healthy Practices and Hygiene: Hygiene Skills |
| | | Disease and Illness Prevention: Cold and Flu |
| | | Disease and Illness Prevention: What Is Medicine? |
| | | Disease and Illness Prevention: Staying Healthy |
| B. Body Defenses and Recovery | | |
| RA.1.B.K.a | Model proper hand washing and hygiene | General Health: Exploring My Health |
| | | General Health: What Is a Healthy Behavior? |
| | | Healthy Practices and Hygiene: Hygiene Skills |
| | | Healthy Practices and Hygiene: What Is Exercise? |
| | | Healthy Practices and Hygiene: Introducing the Importance of Sleep |
| | | Disease and Illness Prevention: Staying Healthy |
| C. Types of Pathogens and Transmission | | |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.K.a | Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous) | QuaverEd is developing a comprehensive resource to address this standard. |
| RA.1.E.K.b | Identify how gloves protect us from bodily fluids | |

| Standard | Description | Health Lessons |
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| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.K.a | Identify safe and unsafe practices and conditions at home, school, and in the community | General Health: What Is Healthy Help? Social Behavior: What are Healthy Relationships? Responsible Decision Making: Explore - Getting Help with Online Safety Mental Health and Wellness: When I Feel Worried Disease and Illness Prevention: What Is a Checkup? Safety and Accident Prevention: Safe Play |
| RA.2.A.K.b | Recognize warning labels that identify harmful items and substances (e.g., cleaning products, "Mr. Yuk" symbol, plastic bags) | QuaverEd is developing a comprehensive resource to address this standard. |
| B. First Aid Procedures | | |
| RA.2.B.K.a | Tell what first aid is and give an example | General Health: What Is an Emergency? Safety and Accident Prevention: Safe Play Safety and Accident Prevention: Protecting My Five Senses |
| RA.2.B.K.b | Explain how to make emergency phone calls | General Health: What Is an Emergency? |
| C. Activity Related Injuries and Environmental Conditions | | |
| RA.2.C.K.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) | General Health: What Is a Healthy Behavior? Disease and Illness Prevention: What Is a Checkup? Safety and Accident Prevention: Helmets and Seatbelts Safety and Accident Prevention: Safe Play Health Toolbox: Equipment and Safety |
| D. Water-Related Emergencies | | |
| RA.2.D.K.a | Recognize the importance of safety rules in and around water | Safety and Accident Prevention: Helmets and Seatbelts Safety and Accident Prevention: What Is Personal Safety? Safety and Accident Prevention: Safe Play Health Toolbox: Problem-Solving Super-Gogs (Water Safety) Health Toolbox: Safe and Unsafe Water Play |

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| RA.2.D.K.b | Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather) | Safety and Accident Prevention: Helmets and Seatbelts |
| | | Safety and Accident Prevention: What Is Personal Safety? |
| | | Safety and Accident Prevention: Safe Play |
| | | Health Toolbox: Problem-Solving Super-Gogs (Water Safety) |
| | | Health Toolbox: Safe and Unsafe Water Play |
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| RA.3.A.K.a | Recognize that there are safe and unsafe substances that can be taken into the body | Healthy Eating and Nutrition: Harmful Effects - Substances |
| RA.3.A.K.b | Identify ways to stay away from dangerous substances | Healthy Eating and Nutrition: Harmful Effects - Substances |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.K.a | Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision | Disease and Illness Prevention: What Is Medicine? |
| C. Substance Use vs. Non-Use | | |
| RA.3.C.K.a | Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body | Healthy Eating and Nutrition: Harmful Effects - Substances |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| RA.4.A.K.a | Recognize how the environment affects a person's health | Safety and Accident Prevention: Safe Play |
| B. Individual Responsibility | | |
| RA.4.B.K.a | Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats) | Safety and Accident Prevention: What Is Personal Safety? |
| | | Safety and Accident Prevention: Safe Play |
| | | Safety and Accident Prevention: Protecting My Five Senses |

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| Standard | Description | Health Lessons |
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| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| FS.1.A.1.a | Illustrate the functions of the five senses (e.g., eyes to see) | Health Toolbox: Protecting My Five Senses Health Toolbox: Explore the Five Senses Health Toolbox: Five Senses (Lyrics) |
| B. Muscular System | | |
| FS.1.B.1.a | Identify a muscle in each region of the body (e.g., arms, torso, legs) | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems |
| C. Skeletal System | | |
| FS.1.C.1.a | Identify a bone in each region of the body (i.e., head, arms, torso, and legs) | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems |
| D. Integumentary System (Skin) | | |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.1.a | Predict what happens to your heart rate during physical activity | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Healthy Practices and Hygiene: What is Exercise? - Going Deeper |
| F. Respiratory System | | |
| FS.1.F.1.a | Identify the basic components of the respiratory system (e.g., nose, mouth, lungs) | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems |
| G. Nervous System | | |
| H. Digestive System | | |
| I. Urinary/Excretory System | | |
| J. Endocrine System | | |
| K. Reproductive System | | |
| L. Lymphatic-Immune System | | |
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| FS.2.A.1.a | Identify responsibilities within a family and describe characteristics needed to be a responsible family member | General Health: Who Is a Healthy Helper? |

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| B. Responsibilities in Society | | |
| FS.2.B.1.a | Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood) | Social Behavior: Sharing My Strengths |
| C. Communication Skills | | |
| FS.2.C.1.a | Identify a variety of feelings and situations that may require adult assistance | Social Behavior: Expressing Your Feelings |
| | | Mental Health and Wellness: Recognizing Stress |
| | | Mental Health and Wellness: Showing My Feelings |
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.1.a | Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene) | General Health: What Influences My Health Behaviors? |
| | | Responsible Decision Making: Working Through Problems |
| | | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems |
| | | Healthy Practices and Hygiene: How to Brush |
| | | Healthy Practices and Hygiene: What is Exercise? - Going Deeper |
| | | Healthy Practices and Hygiene: Importance of Sleep |
| | | Mental Health and Wellness: Recognizing Stress |
| | | Healthy Eating and Nutrition: Portion Control |
| | | Healthy Eating and Nutrition: A Balanced Diet |
| | | Disease and Illness Prevention: Staying Healthy - Going Deeper |
| Safety and Accident Prevention: Common Injuries | | |
| B. Preventive Care | | |
| HM.1.B.1.a | Identify preventive health care (e.g., immunizations, regular health and dental check-ups) | General Health: Who Is a Healthy Helper? |
| | | Disease and Illness Prevention: What Is a Checkup? - Going Deeper |
| | | Disease and Illness Prevention: What are Vaccines? |
| | | Disease and Illness Prevention: Staying Healthy - Going Deeper |
| C. Growth and Development | | |
| D. Health and Skill Related Fitness | | |
| HM.1.D.1.a | Recognize that physical activity increases heart and respiratory rate | Healthy Practices and Hygiene: What is Exercise? - Going Deeper |
| | | Health Toolbox: Moving My Body |

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| Standard | Description | Health Lessons |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| HM.2.A.1.a | Recognize that foods come from plant and animal sources and provide the body with fuel (energy) | Healthy Practices and Hygiene: What is Exercise? - Going Deeper |
| | | Healthy Eating and Nutrition: Portion Control |
| | | Healthy Eating and Nutrition: A Balanced Diet |
| | | Disease and Illness Prevention: Staying Healthy - Going Deeper |
| HM.2.A.1.b | Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats) | Healthy Eating and Nutrition: Portion Control |
| | | Healthy Eating and Nutrition: A Balanced Diet |
| B. Balance, Variety and Moderation | | |
| C. Food Labels | | |
| HM.2.C.1.a | Recognize that packaged food products contain labels | Healthy Eating and Nutrition: Food Allergies |
| | | Health Toolbox: Reading Food Labels |
| D. Food Handling and Safety | | |
| HM.2.D.1.a | Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping) | Healthy Eating and Nutrition: Food Allergies |
| E. Food Energy and Physical Activity | | |
| HM.2.E.1.a | Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast) | Healthy Practices and Hygiene: What is Exercise? - Going Deeper |
| | | Healthy Eating and Nutrition: Portion Control |
| | | Healthy Eating and Nutrition: A Balanced Diet |
| | | Disease and Illness Prevention: Staying Healthy - Going Deeper |
| | | Health Toolbox: What's For Breakfast? |
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| B. Consumer Rights and Issues | | |
| C. Community Services/Careers | | |
| HM.3.C.1.a | Describe the responsibilities of various community helpers | General Health: Who Is a Healthy Helper? |
| | | Social Behavior: Building Relationships with Trusted Adults |
| | | Social Behavior: Standing Up for Myself |
| | | Responsible Decision Making: Understanding What Worked |
| | | Responsible Decision Making: Short and Long-Term Goals |
| | | Responsible Decision Making: Getting Help with Online Safety |
| | | Disease and Illness Prevention: What Is a Checkup? - Going Deeper |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.1.a | Recognize that decisions have consequences | General Health: My Health, My Responsibility |
| | | Responsible Decision Making: Working Through Problems |
| | | Responsible Decision Making: Understanding What Worked |
| | | Responsible Decision Making: Getting Help with Online Safety |
| | | Healthy Eating and Nutrition: Avoidance - Substances |
| B. Refusal/Assertive Skills and Conflict Resolution | | |
| HM.4.B.1.a | Describe what causes disagreements/fights and how to avoid them | Social Behavior: Standing Up for Myself |
| | | Responsible Decision Making: Working Through Problems |
| C. Goal Setting and Asset Development | | |
| HM.4.C.1.a | demonstrate how goal-setting can help a person make a difference in their health or fitness | Responsible Decision Making: Short and Long-Term Goals |
| D. Stress Management and Coping Skills | | |
| HM.4.D.1.a | Recognize what stress is and how it affects the body | Mental Health and Wellness: Recognizing Stress |
| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.1.a | Identify a trusted adult | General Health: Who Is a Healthy Helper? |
| | | Social Behavior: Building Relationships with Trusted Adults |
| | | Social Behavior: Standing Up for Myself |
| | | Responsible Decision Making: Getting Help with Online Safety |
| | | Disease and Illness Prevention: What Is a Checkup? - Going Deeper |
| HM.4.E.1.b | Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors | Social Behavior: Expressing Your Feelings |
| | | Social Behavior: Sharing My Strengths |
| | | Social Behavior: Building Relationships with Trusted Adults |

| Standard | Description | Health Lessons |
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| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.1.a | Identify signs of illness and list ways to help you recover | Disease and Illness Prevention: What Is a Checkup? - Going Deeper Disease and Illness Prevention: Cold and Flu - Going Deeper Disease and Illness Prevention: What are Vaccines? Disease and Illness Prevention: Staying Healthy - Going Deeper Safety and Accident Prevention: Head Lice |
| RA.1.A.1.b | Define germs, where they are found, and what harm they cause to the body | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Disease and Illness Prevention: Cold and Flu - Going Deeper Disease and Illness Prevention: What are Vaccines? |
| B. Body Defenses and Recovery | | |
| RA.1.B.1.a | Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods) | General Health: What Influences My Health Behaviors? General Health: Who Is a Healthy Helper? Social Behavior: Building Relationships with Trusted Adults Social Behavior: Standing Up for Myself Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Healthy Practices and Hygiene: Importance of Sleep Disease and Illness Prevention: Cold and Flu - Going Deeper Disease and Illness Prevention: What are Vaccines? |
| C. Types of Pathogens and Transmission | | |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.1.a | Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not | Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems QuaverEd is developing a comprehensive resource to address this standard. |

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| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.1.a | Identify ways to stay safe in bad weather (e.g., tornado, electric storms) | General Health: What Is an Emergency? - Going Deeper |
| RA.2.A.1.b | Identify safety rules for being around strangers and using the internet | Social Behavior: Building Relationships with Trusted Adults |
| | | Social Behavior: Standing Up for Myself |
| | | Responsible Decision Making: Getting Help with Online Safety |
| RA.2.A.1.c | Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan) | Safety and Accident Prevention: Common Injuries |
| | | Health Toolbox: Identify the Hazard |
| B. First Aid Procedures | | |
| RA.2.B.1.a | Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter) | Social Behavior: Building Relationships with Trusted Adults |
| | | Safety and Accident Prevention: Common Injuries |
| | | General Health: Who Is a Healthy Helper? |
| C. Activity Related Injuries and Environmental Conditions | | |
| RA.2.C.1.a | Match safety equipment to the activity or sport | Health Toolbox: Equipment and Safety |
| D. Water-Related Emergencies | | |
| RA.2.D.1.a | Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather) | Safety and Accident Prevention: Common Injuries |
| | | Safety and Accident Prevention: Choosing Safe Situations |
| | | Health Toolbox: Problem-Solving Super-Gogs (Water Safety) |
| | | Health Toolbox: Safe and Unsafe Water Play |
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| RA.3.A.1.a | Identify alcohol, tobacco, and medicines as drugs | Healthy Eating and Nutrition: Avoidance - Substances |
| RA.3.A.1.b | Differentiate what is and what is not medicine and it's proper and improper use (e.g., vitamins) | Healthy Eating and Nutrition: Avoidance - Substances |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.1.a | Distinguish between over-the-counter and prescription drugs | Health Toolbox: Types of Medications |
| C. Substance Use vs. Non-Use | | |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| RA.4.A.1.a | Identify substances that pollute the air and harm your lungs | QuaverEd is developing a comprehensive resource to address this standard. |
| RA.4.A.1.b | Recognize the effects of noise pollution on the body (e.g., loud music, headsets) | Health Toolbox: Protecting My Five Senses |
| B. Individual Responsibility | | |

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| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| B. Muscular System | | |
| FS.1.B.2.a | 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) | Healthy Practices and Hygiene: Discovering What Exercise is Right for Me Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| C. Skeletal System | | |
| FS.1.C.2.a | Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| D. Integumentary System (Skin) | | |
| FS.1.D.2.a | Describe the function of the skin (e.g., protection) | Health Toolbox: Topic Discussion (Nervous, Digestive, Immune, and Integumentary Systems) Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.2.a | Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardiorespiratory system | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| FS.1.E.2.b | Name the major functions of the cardiorespiratory system | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| F. Respiratory System | | |
| FS.1.F.2.a | Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| G. Nervous System | | |
| H. Digestive System | | |
| I. Urinary/Excretory System | | |
| J. Endocrine System | | |
| K. Reproductive System | | |
| L. Lymphatic-Immune System | | |

K-5 Missouri Health Correlations • Second Grade



| Standard | Description | Health Lessons |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| FS.2.A.2.a | Recognize the influence peers have on people (shared interest, goals, and values) | General Health: Influences at Home and School |
| | | Social Behavior: Qualities of a Good Friend |
| | | Responsible Decision Making: Importance of Goal Setting |
| B. Responsibilities in Society | | |
| FS.2.B.2.a | Identify the cause and effect of one's actions on others | General Health: Influences at Home and School |
| | | Responsible Decision Making: Problems Big and Small |
| | | Responsible Decision Making: Making Healthy Decisions |
| | | Safety and Accident Prevention: Saying No in Risky Situations* |
| C. Communication Skills | | |
| FS.2.C.2.a | Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills) | Social Behavior: Asking for Help |
| | | Social Behavior: Building Relationships With Trusted Adults - Going Deeper |
| | | Responsible Decision Making: Problems Big and Small |
| | | Mental Health and Wellness: What My Feelings Mean |
| | | Mental Health and Wellness: Identifying Strong Feelings |
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.2.a | Identify and show good oral hygiene (e.g., brushing, flossing, dental exams) | Healthy Practices and Hygiene: Brushing and Flossing |
| B. Preventive Care | | |
| C. Growth and Development | | |
| HM.1.C.2.a | Describe how people grow and change throughout life (physically, mentally, emotionally, and socially) | Mental Health and Wellness: Choosing a Growth Mindset |
| | | Disease and Illness Prevention: Dimensions of Health |
| D. Health and Skill Related Fitness | | |
| HM.1.D.2.a | Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition) | Healthy Practices and Hygiene: Discovering What Exercise is Right for Me |
| | | Health Toolbox: Moving My Body |

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| Standard | Description | Health Lessons |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| HM.2.A.2.a | Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups) | Healthy Eating and Nutrition: Reactions From My Food Health Toolbox: Food Group Sorting |
| HM.2.A.2.b | Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots) | Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: The Role Water Plays |
| B. Balance, Variety and Moderation | | |
| HM.2.B.2.a | Identify a healthy snack from each food group (see MyPyramid.gov) | Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: Reactions From My Food Health Toolbox: Choosing Healthy Snacks |
| HM.2.B.2.b | Recognize that eating healthy and being active will help maintain a healthy body composition | Healthy Practices and Hygiene: Discovering What Exercise is Right for Me Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: Reactions From My Food |
| C. Food Labels | | |
| HM.2.C.2.a | Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients) | Health Toolbox: Reading Food Labels |
| D. Food Handling and Safety | | |
| HM.2.D.2.a | Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate) | Healthy Eating and Nutrition: Reactions From My Food |
| E. Food Energy and Physical Activity | | |
| HM.2.E.2.a | 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) | General Health: My Health at Home Responsible Decision Making: Making Healthy Decisions Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: Reactions From My Food Healthy Eating and Nutrition: The Role Water Plays |
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| HM.3.A.2.a | Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters) | General Health: Influences at Home and School Safety and Accident Prevention: Saying No in Risky Situations* Health Toolbox: Health Detective |
| B. Consumer Rights and Issues | | |
| C. Community Services/Careers | | |

| Standard | Description | Health Lessons |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.2.a | Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages) | Social Behavior: Asking for Help Social Behavior: Qualities of a Good Friend Social Behavior: Building Relationships With Trusted Adults - Going Deeper Responsible Decision Making: Problems Big and Small Responsible Decision Making: Introduce - Communicating Online Mental Health and Wellness: What My Feelings Mean Mental Health and Wellness: Identifying Strong Feelings Safety and Accident Prevention: Playground Safety Safety and Accident Prevention: Saying No in Risky Situations* Health Toolbox: I-Message Expanded |
| B. Refusal/Assertive Skills and Conflict Resolution | | |
| C. Goal Setting and Asset Development | | |
| HM.4.C.2.a | Identify positive influences in a person's life (e.g., school, community, family) | General Health: Influences at Home and School General Health: Why Do I Need Healthy Help? Social Behavior: Asking for Help Social Behavior: Building Relationships With Trusted Adults - Going Deeper |
| D. Stress Management and Coping Skills | | |
| HM.4.D.2.a | Identify healthy activities that can relieve uncomfortable feelings and emotions | Social Behavior: Building Relationships With Trusted Adults - Going Deeper Social Behavior: Bullies, Bystanders, and Victims Mental Health and Wellness: My Personal Stressors |
| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.2.a | Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security) | General Health: Why Do I Need Healthy Help? Social Behavior: Building Relationships With Trusted Adults - Going Deeper Disease and Illness Prevention: What Happens at the Doctor? |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.2.a | Define communicable and non-communicable diseases | Healthy Practices and Hygiene: Consequences of Poor Hygiene |
| | | Disease and Illness Prevention: Introducing Disease Awareness |
| | | Health Toolbox: Topic Discussion (Communicable or Noncommunicable Diseases) |
| RA.1.A.2.b | Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands) | Healthy Practices and Hygiene: Consequences of Poor Hygiene |
| | | Disease and Illness Prevention: Use and Misuse of Medications |
| B. Body Defenses and Recovery | | |
| C. Types of Pathogens and Transmission | | |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.2.a | Identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing) | Disease and Illness Prevention: Introducing Disease Awareness QuaverEd is developing a comprehensive resource to address this standard. |
| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.2.a | Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle) | General Health: Reducing Emergency-Causing Hazards |
| | | Disease and Illness Prevention: Dimensions of Health |
| | | Safety and Accident Prevention: Playground Safety |
| | | Safety and Accident Prevention: Saying No in Risky Situations* |
| | | Safety and Accident Prevention: Strangers |
| RA.2.A.2.b | List common emergencies and steps to take in each situation | Safety and Accident Prevention: Safety with Spiders and Insects |
| | | General Health: Reducing Emergency-Causing Hazards |
| | | Health Toolbox: My Fire Safety Plan Health Toolbox: Emergency Action Plan |
| B. First Aid Procedures | | |
| RA.2.B.2.a | Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed) | Safety and Accident Prevention: Playground Safety |
| C. Activity Related Injuries and Environmental Conditions | | |
| RA.2.C.2.a | Explain the use and purpose of safety equipment | Safety and Accident Prevention: Playground Safety |
| | | Health Toolbox: Equipment and Safety |
| D. Water-Related Emergencies | | |

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| Standard | Description | Health Lessons |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| RA.3.A.2.a | Identify various types of drugs (e.g., nicotine, alcohol and street drugs) | Healthy Eating and Nutrition: Reporting - Substances |
| RA.3.A.2.b | Explain what constitutes a drug free and safe community | Healthy Eating and Nutrition: Reporting - Substances |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.2.a | Recognize importance of safely storing medicine in its proper place | Disease and Illness Prevention: Use and Misuse of Medications |
| C. Substance Use vs. Non-Use | | |
| RA.3.C.2.a | Describe the effects of TAOD on the body (e.g., lungs, brain, liver) | Healthy Eating and Nutrition: Reporting - Substances |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| B. Individual Responsibility | | |
| RA.4.B.2.a | Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia) | Disease and Illness Prevention: Introducing Disease Awareness QuaverEd is developing a comprehensive resource to address this standard. |
| RA.4.B.2.b | Recognize that littering is against the law and promotes the spreading of pathogens | Responsible Decision Making: Making Healthy Decisions Disease and Illness Prevention: Introducing Disease Awareness |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| FS.1.A.3.a | Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions) | Health Toolbox: Protecting My Five Senses |
| | | Health Toolbox: Explore the Five Senses |
| | | Health Toolbox: Five Senses (Lyrics) |
| | | Health Toolbox: My Five Senses (Topic Discussion) |
| FS.1.A.3.b | Name the major parts, functions and disorders of the sensory organs (e.g., nearsightedness, farsightedness, hearing loss) | Health Toolbox: Protecting My Five Senses |
| | | Health Toolbox: Explore the Five Senses |
| | | Health Toolbox: Five Senses (Lyrics) |
| | | Health Toolbox: My Five Senses (Topic Discussion) |
| B. Muscular System | | |
| FS.1.B.3.a | Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep) | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| | | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| C. Skeletal System | | |
| FS.1.C.3.a | Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| D. Integumentary System (Skin) | | |
| FS.1.D.3.a | Identify the major components and functions of the integumentary system (i.e., skin, hair, nails) | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.3.a | Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardiorespiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity) | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Healthy Eating and Nutrition: Making Nutritional Choices |
| | | Healthy Eating and Nutrition: Peer Influence - Substances |
| | | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| FS.1.E.3.a | Identify the cause and effect of an active vs. inactive lifestyle on the cardiorespiratory system (e.g., healthy vs. unhealthy heart and lungs) | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |

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| Standard | Description | Health Lessons |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| F. Respiratory System | | |
| FS.1.F.3.a | Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis) | Healthy Eating and Nutrition: Making Nutritional Choices |
| | | Disease and Illness Prevention: Disease Awareness |
| FS.1.F.3.b | Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco) | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Healthy Eating and Nutrition: Peer Influence - Substances |
| G. Nervous System | | |
| FS.1.G.3.a | Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves) | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| H. Digestive System | | |
| FS.1.H.3.a | Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| I. Urinary/Excretory System | | |
| J. Endocrine System | | |
| K. Reproductive System | | |
| L. Lymphatic-Immune System | | |
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| B. Responsibilities in Society | | |
| FS.2.B.3.a | Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service) | General Health: Cultural Influences on Health |
| | | Responsible Decision Making: Time Management and Goal Setting |
| | | Safety and Accident Prevention: Safe Spaces in the Community |
| C. Communication Skills | | |
| FS.2.C.3.a | Evaluate the importance of effective listening skills in building and maintaining relationships | General Health: When Should I Ask for Help? |
| | | Social Behavior: Resolving Conflicts |
| | | Social Behavior: Healthy and Unhealthy Friendships |
| | | Social Behavior: Assertiveness and Bullying |

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| Standard | Description | Health Lessons |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.3.a | Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails) | Healthy Practices and Hygiene: Brushing and Flossing - Going Deeper |
| | | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Healthy Practices and Hygiene: What Does Sleep Do for Me? - Going Deeper |
| | | Disease and Illness Prevention: Avoiding Misuse of Medications |
| B. Preventive Care | | |
| HM.1.B.3.a | Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care) | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| | | Disease and Illness Prevention: What Happens at the Doctor? - Going Deeper |
| C. Growth and Development | | |
| HM.1.C.3.a | Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age) | Health Toolbox: How Vaccines Work |
| D. Health and Skill Related Fitness | | |
| HM.1.D.3.a | Identify components of health related fitness | MO Additional Resources: Life Cycles |
| | | General Health: My Health at School |
| | | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| Health Toolbox: Moving My Body | | |

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| Standard | Description | Health Lessons |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| HM.2.A.3.a | Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water) | Healthy Eating and Nutrition: Where Do Nutrients Come From? |
| | | Healthy Eating and Nutrition: Making Nutritional Choices |
| | | Healthy Eating and Nutrition: The Role Water Plays - Going Deeper |
| B. Balance, Variety and Moderation | | |
| HM.2.B.3.a | Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention) | Responsible Decision Making: Setting My Intentions |
| | | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| | | Healthy Practices and Hygiene: What Exercise Is Right for Me? |
| | | Healthy Practices and Hygiene: What Does Sleep Do for Me? - Going Deeper |
| | | Mental Health and Wellness: Overcoming My Weaknesses |
| | | Disease and Illness Prevention: What Happens at the Doctor? - Going Deeper |
| | | Disease and Illness Prevention: Disease Awareness |
| | | Disease and Illness Prevention: Avoiding Misuse of Medications |
| Safety and Accident Prevention: Personal Safety Assistance* | | |
| C. Food Labels | | |
| HM.2.C.3.a | Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients) | Healthy Eating and Nutrition: Where Do Nutrients Come From? |
| | | Healthy Eating and Nutrition: Making Nutritional Choices |
| | | Health Toolbox: Reading Food Labels |
| D. Food Handling and Safety | | |
| E. Food Energy and Physical Activity | | |
| HM.2.E.3.a | Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats) | Healthy Eating and Nutrition: Where Do Nutrients Come From? |
| | | Healthy Eating and Nutrition: Making Nutritional Choices |
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| B. Consumer Rights and Issues | | |
| C. Community Services/Careers | | |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.3.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? | Responsible Decision Making: Evaluating Solutions and Consequences Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems |
| B. Refusal/Assertive Skills and Conflict Resolution | | |
| HM.4.B.3.a | Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence) | General Health: When Should I Ask for Help? Social Behavior: Healthy and Unhealthy Influences Social Behavior: Assertiveness and Bullying Healthy Eating and Nutrition: Peer Influence - Substances Safety and Accident Prevention: Personal Safety Assistance* |
| C. Goal Setting and Asset Development | | |
| D. Stress Management and Coping Skills | | |
| HM.4.D.3.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) | General Health: When Should I Ask for Help? Responsible Decision Making: Evaluating Solutions and Consequences Responsible Decision Making: Setting My Intentions Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress Mental Health and Wellness: Overcoming My Weaknesses Mental Health and Wellness: When I Feel Angry |
| HM.4.D.3.b | Differentiate positive and negative stress and how they can affect a person | General Health: My Health at School General Health: When Should I Ask for Help? Responsible Decision Making: Evaluating Solutions and Consequences Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress Disease and Illness Prevention: Healthy Balance Safety and Accident Prevention: Personal Safety Assistance* |

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| Standard | Description | Health Lessons |
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| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.3.a | Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm) | General Health: When Should I Ask for Help? |
| | | Social Behavior: Healthy and Unhealthy Influences |
| | | Social Behavior: Assertiveness and Bullying |
| | | Responsible Decision Making: Communicating Online |
| | | MO Additional Resources: Abuse and Neglect* |
| HM.4.E.3.b | Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status) | Healthy Eating and Nutrition: Peer Influence - Substances |
| | | Safety and Accident Prevention: Safe Spaces in the Community |
| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.3.a | Classify communicable and non-communicable diseases into the appropriate category | Disease and Illness Prevention: Disease Awareness |
| B. Body Defenses and Recovery | | |
| RA.1.B.3.a | Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells) | Safety and Accident Prevention: Safety with Spiders and Insects - Going Deeper |
| | | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |
| C. Types of Pathogens and Transmission | | |
| RA.1.C.3.a | Define pathogen and identify three major types (i.e., bacteria, virus, fungi) | Disease and Illness Prevention: Disease Awareness |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.3.a | Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids | QuaverEd is developing a comprehensive resource to address this standard. |
| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.3.a | Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove) | Safety and Accident Prevention: Personal Safety Assistance* |
| | | Health Toolbox: Emergency Action Plan |
| B. First Aid Procedures | | |
| RA.2.B.3.a | Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?) | General Health: When Should I Ask for Help? |
| | | General Health: Fire Safety |
| | | Healthy Eating and Nutrition: Making Nutritional Choices |
| | | Disease and Illness Prevention: What Happens at the Doctor? - Going Deeper |
| | | Safety and Accident Prevention: Water Safety |

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| Standard | Description | Health Lessons |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C. Activity Related Injuries and Environmental Conditions | | |
| D. Water-Related Emergencies | | |
| RA.2.D.3.a | Apply safe practices and procedures in and around water | Safety and Accident Prevention: Water Safety |
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.3.a | Recognize the role of medication in treating an illness | Disease and Illness Prevention: What Happens at the Doctor? - Going Deeper Disease and Illness Prevention: Avoiding Misuse of Medications |
| C. Substance Use vs. Non-Use | | |
| RA.3.C.3.a | Describe how TAOD affects the way a person thinks, feels, and acts | Healthy Eating and Nutrition: Peer Influence - Substances |
| RA.3.C.3.b | Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances | Healthy Eating and Nutrition: Peer Influence - Substances |
| RA.3.C.3.c | Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports) | Healthy Eating and Nutrition: Peer Influence - Substances |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| RA.4.A.3.a | Recognize different types of pollution and how they affect one's health (noise, water, air, land) | Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems Safety and Accident Prevention: Safe Spaces in the Community QuaverEd is developing a comprehensive resource to address this standard. |
| B. Individual Responsibility | | |
| RA.4.B.3.a | Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse) | Safety and Accident Prevention: Safe Spaces in the Community QuaverEd is developing a comprehensive resource to address this standard. |
| RA.4.B.3.b | Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances) | Safety and Accident Prevention: Safe Spaces in the Community |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| B. Muscular System | | |
| FS.1.B.4.a | Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart) | Healthy Practices and Hygiene: Exercise and My Well-Being Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| C. Skeletal System | | |
| FS.1.C.4.a | 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) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| D. Integumentary System (Skin) | | |
| FS.1.D.4.a | Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise) | Healthy Practices and Hygiene: Exercise and My Well-Being Healthy Eating and Nutrition: Nutritional Goals Health Toolbox: Topic Discussion (Nervous, Digestive, Immune, and Integumentary Systems) Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.4.a | Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardiorespiratory system and relate how the cardiorespiratory system affects quality of life | Healthy Practices and Hygiene: Exercise and My Well-Being Healthy Eating and Nutrition: Negative Effects of Food Healthy Eating and Nutrition: Nutritional Goals Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| F. Respiratory System | | |
| FS.1.F.4.a | Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| G. Nervous System | | |
| FS.1.G.4.a | Define and distinguish between short-term and long-term memory | Healthy Practices and Hygiene: Setting Sleep Routines Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |

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| Standard | Description | Health Lessons |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| H. Digestive System | | |
| FS.1.H.4.a | 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) | Healthy Practices and Hygiene: Exploring Lifetime Benefits of Healthy Teeth |
| | | Healthy Practices and Hygiene: Exercise and My Well-Being |
| | | Healthy Eating and Nutrition: Negative Effects of Food |
| | | Healthy Eating and Nutrition: Nutritional Goals |
| | | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) |
| I. Urinary/Excretory System | | |
| FS.1.I.4.a | 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) | MO Additional Resources: My Amazing Body (Body Systems 3) |
| J. Endocrine System | | |
| FS.1.J.4.a | 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) | MO Additional Resources: My Amazing Body (Body Systems 3) |
| K. Reproductive System | | |
| FS.1.K.4.a | Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions) | MO Additional Resources: Body Systems 3 |
| L. Lymphatic-Immune System | | |
| FS.1.L.4.a | Describe how to keep the immune system healthy and explain the principles of vaccination and immunization | Disease and Illness Prevention: Communicable and Noncommunicable Diseases |
| | | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) |
| | | Health Toolbox: How Vaccines Work |
| | | Health Toolbox: Doctor, Doctor (What are Vaccines?) |
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| B. Responsibilities in Society | | |
| FS.2.B.4.a | Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them | Social Behavior: Respecting Individual Differences |
| C. Communication Skills | | |

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| Standard | Description | Health Lessons |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.4.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) | Healthy Practices and Hygiene: Exercise and My Well-Being |
| | | Healthy Practices and Hygiene: Setting Sleep Routines |
| | | Healthy Eating and Nutrition: Nutritional Goals |
| | | Healthy Eating and Nutrition: Refusal Skills - Substances |
| | | Health Toolbox: Moving My Body |
| B. Preventive Care | | |
| C. Growth and Development | | |
| D. Health and Skill Related Fitness | | |
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| HM.2.A.4.a | 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 | Healthy Eating and Nutrition: Introducing Food Labels |
| | | Healthy Eating and Nutrition: Nutritional Goals |
| HM.2.A.4.b | Describe the relationship between food intake and energy | Healthy Eating and Nutrition: Negative Effects of Food |
| | | Healthy Eating and Nutrition: Nutritional Goals |
| B. Balance, Variety and Moderation | | |
| HM.2.B.4.a | Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety | Healthy Eating and Nutrition: Nutritional Goals |
| C. Food Labels | | |
| D. Food Handling and Safety | | |
| HM.2.D.4.a | Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food) | Healthy Eating and Nutrition: Nutritional Goals |
| E. Food Energy and Physical Activity | | |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| HM.3.A.4.a | Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial) | General Health: Discover - Managing My Health Influences Health Toolbox: Be a Super Sleuth |
| B. Consumer Rights and Issues | | |
| C. Community Services/Careers | | |
| HM.3.C.4.a | 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) | General Health: Health in My Community General Health: Finding the Right Healthy Helper Healthy Practices and Hygiene: Creating Healthy Habits Mental Health and Wellness: Improving Myself |
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.4.a | Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends) | Responsible Decision Making: Evaluating My Decisions Healthy Practices and Hygiene: Exercise and My Well-Being Healthy Eating and Nutrition: Refusal Skills - Substances |
| B. Refusal/Assertive Skills and Conflict Resolution | | |
| HM.4.B.4.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 | Social Behavior: Reading Body Language Health Toolbox: Topic Discussion - Solving Conflict |
| C. Goal Setting and Asset Development | | |
| HM.4.C.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 | Responsible Decision Making: Steps to Achieving My Goal Mental Health and Wellness: Managing Overwhelming Emotions Mental Health and Wellness: When I Feel Anxious Mental Health and Wellness: Improving Myself Mental Health and Wellness: Expressing Empathy Disease and Illness Prevention: Caring for My Mental Health |
| D. Stress Management and Coping Skills | | |
| HM.4.D.4.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) | Mental Health and Wellness: Managing Overwhelming Emotions Mental Health and Wellness: When I Feel Anxious Disease and Illness Prevention: Caring for My Mental Health |

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| Standard | Description | Health Lessons |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.4.a | Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults) | Social Behavior: Standing Up for Others |
| | | Responsible Decision Making: Learning from Situations |
| | | Responsible Decision Making: Sharing Information Online |
| | | Safety and Accident Prevention: Sharp Objects* |
| HM.4.E.4.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) | Social Behavior: Standing Up for Others |
| | | Responsible Decision Making: Learning from Situations |
| | | Responsible Decision Making: Sharing Information Online |
| | | Safety and Accident Prevention: Situational Awareness |
| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.4.a | Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems | Disease and Illness Prevention: Communicable and Noncommunicable Diseases |
| B. Body Defenses and Recovery | | |
| RA.1.B.4.a | Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices) | General Health: Preventing an Emergency |
| | | Responsible Decision Making: Sharing Information Online |
| | | Healthy Practices and Hygiene: Creating Healthy Habits |
| | | Mental Health and Wellness: When I Feel Anxious |
| | | Healthy Eating and Nutrition: Introducing Food Labels |
| | | Disease and Illness Prevention: Communicable and Noncommunicable Diseases |
| C. Types of Pathogens and Transmission | | |
| RA.1.C.4.a | 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) | Disease and Illness Prevention: Communicable and Noncommunicable Diseases |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.4.a | Describe how HIV affects the immune system | QuaverEd is developing a comprehensive resource to address this standard. |

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| Standard | Description | Health Lessons |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.4.a | 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) | General Health: Preventing an Emergency |
| | | Safety and Accident Prevention: Introduce - Advocating for Accident Prevention |
| | | Safety and Accident Prevention: Setting Personal Boundaries* |
| | | Safety and Accident Prevention: Situational Awareness |
| B. First Aid Procedures | | |
| RA.2.B.4.a | Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion) | Safety and Accident Prevention: Introduce - Advocating for Accident Prevention |
| | | Safety and Accident Prevention: Situational Awareness |
| C. Activity Related Injuries and Environmental Conditions | | |
| RA.2.C.4.a | Predict the outcome when safety equipment is used/not used in physical activity | General Health: Preventing an Emergency |
| | | Healthy Practices and Hygiene: Exercise and My Well-Being |
| | | Safety and Accident Prevention: Introduce - Advocating for Accident Prevention |
| | | Health Toolbox: Equipment and Safety |
| D. Water-Related Emergencies | | |
| RA.2.D.4.a | Explain the cause and effect of following water safety rules | Safety and Accident Prevention: Introduce - Advocating for Accident Prevention |
| | | Safety and Accident Prevention: Situational Awareness |
| | | Health Toolbox: Problem-Solving Super-Gogs (Water Safety) |
| | | Health Toolbox: Safe and Unsafe Water Play |
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| RA.3.A.4.a | 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) | General Health: Preventing an Emergency |
| | | Healthy Eating and Nutrition: Refusal Skills - Substances |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.4.a | 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) | Disease and Illness Prevention: Why Do I Need a Prescription? |

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| Standard | Description | Health Lessons |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C. Substance Use vs. Non-Use | | |
| RA.3.C.4.a | Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous) | Healthy Eating and Nutrition: Refusal Skills - Substances Health Toolbox: Body Systems (Skeletal, Muscular, Circulatory, and Respiratory Systems) |
| RA.3.C.4.b | Analyze the effects of choosing healthy alternatives rather than using or abusing substances | Healthy Eating and Nutrition: Refusal Skills - Substances |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| RA.4.A.4.a | Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of secondhand smoke | General Health: Health in My Community General Health: Discover - Managing My Health Influences Healthy Eating and Nutrition: Refusal Skills - Substances |
| B. Individual Responsibility | | |
| RA.4.B.4.a | 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) | General Health: Health in My Community Safety and Accident Prevention: Introduce - Advocating for Accident Prevention Safety and Accident Prevention: Situational Awareness |

| Standard | Description | Health Lessons |
|------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand: Functions and Interrelationships of Systems | | |
| Big Idea 1: Structure and Functions of the Body | | |
| A. Sensory System | | |
| B. Muscular System | | |
| FS.1.B.5.a | Explain ways in which the muscular and other body systems work together | Healthy Practices and Hygiene: Exercise and My Well-Being - Going Deeper Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| C. Skeletal System | | |
| D. Integumentary System (Skin) | | |
| FS.1.D.5.a | Formulate ways to protect skin from environmental damage | Health Toolbox: Topic Discussion (Nervous, Digestive, Immune, and Integumentary Systems) Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |
| FS.1.D.5.b | Explain ways in which the integumentary system works with the sensory organs | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) Health Toolbox: Topic Discussion (Nervous, Digestive, Immune, and Integumentary Systems) |
| FS.1.D.5.c | Recognize the importance of self and regular check-ups for skin abnormalities | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) Health Toolbox: Topic Discussion (Nervous, Digestive, Immune, and Integumentary Systems) |
| E. Cardiorespiratory/Circulatory System | | |
| FS.1.E.5.a | Identify the types of blood vessels (i.e., arteries, veins, capillaries) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| FS.1.E.5.b | Identify the chambers of the heart (i.e., atrium, ventricle) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| FS.1.E.5.c | Identify types of blood cells (i.e., red, white, platelets) | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| FS.1.E.5.d | Explain ways in which the cardiorespiratory system interacts with other systems | Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory Systems) |
| F. Respiratory System | | |
| G. Nervous System | | |

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| Standard | Description | Health Lessons |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| FS.1.G.5.a | Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning) | Health Toolbox: Analyze the Story (Marvin's Marvelous Brain) |
| | | Health Toolbox: Marvin's Marvelous Brain (Story) |
| | | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) |
| | | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, and Integumentary Systems) |
| H. Digestive System | | |
| FS.1.H.5.a | Explain ways in which the digestive and other body systems work together | Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) |
| I. Urinary/Excretory System | | |
| FS.1.I.5.a | Explain ways in which the urinary/excretory works with other body systems | MO Additional Resources: My Amazing Body (Body Systems 3) |
| J. Endocrine System | | |
| FS.1.J.5.a | Explain ways in which the endocrine and nervous systems work together | MO Additional Resources: My Amazing Body (Body Systems 3) |
| K. Reproductive System | | |
| FS.1.K.5.a | Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty | MO Additional Resources: Puberty* |
| | | MO Additional Resources: My Reproductive System* |
| L. Lymphatic-Immune System | | |
| Big Idea 2: Social, Emotional and Mental Health | | |
| A. Influence of Family and Peers | | |
| FS.2.A.5.a | Identify how family, friends, and culture can influence personal health practices and decisions | General Health: Managing My Health Influences |
| | | General Health: Finding Healthy Help Online |
| | | Social Behavior: Appreciating Diversity |
| B. Responsibilities in Society | | |
| FS.2.B.5.a | Recognize situations where the perspective of others may differ from your own | Social Behavior: Having Difficult Conversations |
| C. Communication Skills | | |
| FS.2.C.5.a | Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down) | Mental Health and Wellness: Managing Multiple Feelings |
| | | Mental Health and Wellness: When to Ask for Help |

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| Standard | Description | Health Lessons |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strand: Health Maintenance and Enhancement | | |
| Big Idea 1: Personal and Family Health | | |
| A. Personal Health | | |
| HM.1.A.5.a | Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking | Responsible Decision Making: Tracking My Progress and Perseverance |
| | | Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper |
| | | Healthy Practices and Hygiene: Lifetime Benefits of Healthy Teeth |
| | | Healthy Practices and Hygiene: Setting Sleep Routines - Going Deeper |
| | | Healthy Eating and Nutrition: Effects on My Body and Mind - Substances |
| B. Preventive Care | | |
| C. Growth and Development | | |
| HM.1.C.5.a | Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth) | MO Additional Resources: Puberty* |
| D. Health and Skill Related Fitness | | |
| HM.1.D.5.a | Distinguish individual strengths and weaknesses in health-related fitness | Healthy Practices and Hygiene: Exercise and My Well-Being - Going Deeper |
| | | Mental Health and Wellness: Using My Strengths to Help Others |
| | | Health Toolbox: Moving My Body |
| Big Idea 2: Nutrition | | |
| A. Essential Nutrients and Food Groupings | | |
| HM.2.A.5.a | Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D) | Healthy Eating and Nutrition: Food Labels |
| | | Health Toolbox: Hot Potato (The Role of Vitamins and Minerals) |
| | | Health Toolbox: Major Vitamins and Minerals |
| | | Health Toolbox: Lesson Mindset (The Role of Vitamins and Minerals) |
| | | Health Toolbox: Food Sorter (The Role of Vitamins and Minerals) |
| HM.2.A.5.b | Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains) | Healthy Eating and Nutrition: Food Labels |
| | | Healthy Eating and Nutrition: Nutritional Goals - Going Deeper |
| | | Health Toolbox: Lunch Box Song (Connections) |
| B. Balance, Variety and Moderation | | |
| HM.2.B.5.a | Use the MyPyramid.gov website to construct a balanced menu | Health Toolbox: Lunch Box Song (Connections) |

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| Standard | Description | Health Lessons |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| HM.2.B.5.b | Describe and assess the relationship of family preferences and culture to food choices | Healthy Eating and Nutrition: Food Labels |
| | | Healthy Eating and Nutrition: Eating Disorders |
| | | Healthy Eating and Nutrition: Nutritional Goals - Going Deeper |
| | | Health Toolbox: Family and Cultural Traditions (Health-O-Meter) |
| C. Food Labels | | |
| HM.2.C.5.a | Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels) | Healthy Eating and Nutrition: Food Labels |
| D. Food Handling and Safety | | |
| E. Food Energy and Physical Activity | | |
| HM.2.E.5.a | Summarize the relationship between food intake and physical activity | Healthy Practices and Hygiene: Exercise and My Well-Being - Going Deeper |
| | | Healthy Eating and Nutrition: Food Labels |
| | | Healthy Eating and Nutrition: Eating Disorders |
| | | Healthy Eating and Nutrition: Nutritional Goals - Going Deeper |
| Big Idea 3: Consumer Health and Safety | | |
| A. Media Influence on Health Habits and Decisions | | |
| B. Consumer Rights and Issues | | |
| HM.3.B.5.a | 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 | General Health: Finding Healthy Help Online |
| | | Responsible Decision Making: Using Data to Inform My Decisions |
| HM.3.B.5.b | Identify consumer health problems in your community | General Health: Managing My Health Influences |
| | | Responsible Decision Making: Using Data to Inform My Decisions |
| | | Disease and Illness Prevention: Home, School, and Community |
| C. Community Services/Careers | | |
| Big Idea 4: Life Management Skills | | |
| A. Decision Making and Problem Solving | | |
| HM.4.A.5.a | Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise) | General Health: Planning My Healthy Future |
| | | General Health: Creating an Emergency Plan |
| | | Social Behavior: Having Difficult Conversations |
| | | Responsible Decision Making: Problem Solving Strategies |
| | | Mental Health and Wellness: When to Ask for Help |
| | | Mental Health and Wellness: Consequences of Stress |

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| Standard | Description | Health Lessons |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| B. Refusal/Assertive Skills and Conflict Resolution | | |
| C. Goal Setting and Asset Development | | |
| HM.4.C.5.a | Establish short and long term goals for a specific health issue | Responsible Decision Making: Using Data to Inform My Decisions |
| | | Responsible Decision Making: Tracking My Progress and Perseverance |
| | | Healthy Eating and Nutrition: Nutritional Goals - Going Deeper |
| D. Stress Management and Coping Skills | | |
| HM.4.D.5.a | Describe the short and long term effects of stress on the body | Mental Health and Wellness: When to Ask for Help |
| | | Mental Health and Wellness: Consequences of Stress |
| | | Mental Health and Wellness: Managing Multiple Feelings |
| E. Harassment/Bullying and Violence Prevention | | |
| HM.4.E.5.a | 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) | General Health: Finding Healthy Help Online |
| | | Responsible Decision Making: Identity Protection* |
| | | Safety and Accident Prevention: Advocating for Accident Prevention |
| | | Safety and Accident Prevention: Evaluating Personal Safety* |
| | | Safety and Accident Prevention: Human Trafficking and Gangs* |
| | | Safety and Accident Prevention: Dangers of Guns and Other Weapons* |
| Strand: Risk Assessment and Reduction | | |
| Big Idea 1: Disease Prevention and Control | | |
| A. Communicable vs. Non-Communicable Diseases | | |
| RA.1.A.5.a | Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors | General Health: Planning My Healthy Future |
| | | Disease and Illness Prevention: Managing Common Illnesses and Diseases |
| | | Disease and Illness Prevention: Home, School, and Community |
| B. Body Defenses and Recovery | | |
| C. Types of Pathogens and Transmission | | |
| E. HIV/AIDS Prevention Education | | |
| RA.1.E.5.a | List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection | QuaverEd is developing a comprehensive resource to address this standard. |

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| Standard | Description | Health Lessons |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Big Idea 2: Injury Prevention and Safety | | |
| A. Safety for Home, School, and Communities | | |
| RA.2.A.5.a | Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors | Social Behavior: Relationship Boundaries* |
| | | Social Behavior: Conflict or Bullying? |
| | | Mental Health and Wellness: Consequences of Stress |
| | | Healthy Eating and Nutrition: Effects on My Body and Mind - Substances |
| | | Disease and Illness Prevention: Where to Go if I Feel Sad |
| | | Safety and Accident Prevention: Evaluating Personal Safety* |
| | | MO Additional Resources: What Is Self Harm? |
| | | MO Additional Resources: Select Your Strategy (Preventing Self-Harm) |
| | | MO Additional Resources: Warning Signs (Suicide Prevention) |
| | | Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper |
| B. First Aid Procedures | | |
| RA.2.B.5.a | Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing) | General Health: Creating an Emergency Plan |
| | | Safety and Accident Prevention: Advocating for Accident Prevention |
| C. Activity Related Injuries and Environmental Conditions | | |
| D. Water-Related Emergencies | | |
| Big Idea 3: Substance Education | | |
| A. Safe and Unsafe Substances | | |
| B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances | | |
| RA.3.B.5.a | 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) | Disease and Illness Prevention: Importance of Reading Medication Labels |
| C. Substance Use vs. Non-Use | | |
| RA.3.C.5.a | Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD | Healthy Eating and Nutrition: Effects on My Body and Mind - Substances |
| Big Idea 4: Environmental Health | | |
| A. Effects of Pollution on Health | | |
| B. Individual Responsibility | | |
| RA.4.B.5.a | 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 | Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper |
| | | QuaverEd is developing a comprehensive resource to address this standard. |



**Growing Stronger
Bodies & Minds**