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**HEALTH COURSE DESCRIPTIONS  
CAPE GIRARDEAU SCHOOL DISTRICT  
KINDERGARTEN THROUGH SIXTH GRADE**

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**Kindergarten-Sixth Grade**

Kindergarten through sixth grade health focuses on three strands, functions and interrelationships of systems, health maintenance and enhancement, and risk assessment and reduction. Functions and interrelationships of systems includes study of the structure and functions of the body and social, emotional and mental health. Health maintenance and enhancement includes study of personal and family health, nutrition, consumer health and safety, and life management skills. A variety of age/grade appropriate concepts are included in each strand:

**Functions and Interrelationships of Systems**

- Sensory system
- Muscular system
- Skeletal system
- Integumentary system
- Cardio-respiratory/Circulatory system
- Respiratory system
- Nervous system
- Digestive system
- Urinary/Excretory system
- Endocrine system
- Reproductive system \*
- Lymphatic immune system
- Influence of family and peers
- Responsibilities in society
- Communication skills

**Health Maintenance and Enhancement**

- Personal health
- Preventive care
- Growth and development
- Health and skill related fitness
- Essential nutrients and food groupings
- Balance, variety and moderation
- Food labels
- Food handling and safety
- Food energy and physical activity
- Media influence on health habits and decisions
- Consumer rights and issues
- Community services/careers
- Decision making and problem solving
- Refusal/assertive skills and conflict resolution
- Goal setting and asset development
- Stress management and coping skills
- Harassment/Bullying and violence prevention

**Risk Assessment and Reduction**

- Communicable-vs. non-communicable diseases
- Body defenses and recovery
- Types of pathogens and transmission
- Adolescent health issues and sexually transmitted infections
- HIV/AIDS prevention education \*
- Safety for home, school and communities
- First aid procedures
- Activity related injuries and environmental conditions
- Water-related emergencies
- Safe and unsafe substances
- Purpose and guidelines for prescription, OTC drugs and natural substances
- Substance use vs. non-use
- Effects of pollution on health
- Individual responsibility

***\*Reproductive System***

**Fourth Grade** girls will participate in discussions of beginning menstrual cycle and basic hygiene and boys will participate in discussion of basic hygiene.

**Fifth Grade** will discuss the physical, emotional, social and intellectual changes occurring during puberty. In addition, girls will discuss body changes, menstrual cycle, and hygiene. Boys will discuss body changes and hygiene.

**Sixth grade** will describe how hormones are responsible for the development of secondary sex characteristics for the production and release of reproductive cells, allowing the opportunity for fertilization. Students will review basic reproductive anatomy, discuss changes that occur during puberty physically and emotionally, and explain reasons why choosing abstinence is the best choice for young people to make.

***\*HIV/AIDS prevention education is a requirement of the Missouri Improvement Program (MSIP standards 1.1, 1.2, 1.3) which requires developmentally appropriate HIV/AIDS prevention education at every grade level, including primary grades.***

**Kindergarten** will identify bodily fluids (e.g. blood, saliva, urine, tears, sweat, mucous) and identify how gloves protect us from bodily fluids.

**First Grade** will recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not.

**Second Grade** will identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, handwashing.)

**Third Grade** will define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids visibly contaminated with blood.

**Fourth Grade** will describe how HIV affects the immune system.

**Fifth Grade** will list behaviors that could enhance HIV transmission (e.g. tattoo, piercing, syringe use) and strategies to prevent infection from blood and bodily fluids visibly contaminated with blood.

**Sixth Grade** will explain the relationship between HIV and AIDS and identify the behaviors that increase the risk of transmitting HIV and AIDS.