## Missouri GLE’s 9–12

### 1. Functions and Interrelationships of Systems

#### A. Structure and Function of the Body

<table>
<thead>
<tr>
<th>System</th>
<th>Awareness Cards</th>
<th>Intro</th>
<th>Melissa</th>
<th>Roles</th>
<th>Brittany</th>
<th>Dan</th>
<th>Maya</th>
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</thead>
<tbody>
<tr>
<td><strong>1.i. Sensory System:</strong> Investigate disorders, their treatments and prevention techniques to maintain a healthy sensory system (e.g. hearing loss, glaucoma, near and farsightedness, halitosis, numbness, tingling)</td>
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<td><strong>2.i. Muscular System:</strong> Investigate disorders, their treatment and prevention techniques to maintain a healthy muscular system (e.g. muscular dystrophy, muscle cramps, tendonitis, muscle strains)</td>
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<td><strong>3.i. Skeletal System:</strong> Investigate disorders, their treatment and prevention techniques to maintain a healthy skeletal system (e.g. osteoporosis, arthritis, sprain, scoliosis)</td>
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<td><strong>5.i. Cardio-respiratory/Circulatory System:</strong> Investigate disorders, their treatments and prevention techniques to maintain a healthy cardio-respiratory system (e.g. high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)</td>
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<td><strong>7.i. Nervous System:</strong> Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g. mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson’s)</td>
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<td><strong>8.i. Digestive System:</strong> List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g. ulcers, irritable bowel syndrome, Crohn’s disease, diarrhea, constipation, gall stones, colon cancer)</td>
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<td><strong>9.i. Urinary/Excretory System:</strong> Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g. kidney stones, urinary tract infections, nephritis)</td>
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<td><strong>10.i. Endocrine System:</strong> Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g. thyroid cancer, type II diabetes, chemical imbalances)</td>
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<td><strong>10.ii. Endocrine System:</strong> List the causes of type II diabetes and describe management procedures and prevention techniques</td>
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<td><strong>12.i. Lymphatic-Immune System:</strong> Investigate disorders, their treatments and prevention techniques to maintain a healthy lymphatic/immune system (e.g. common cold, influenza, tonsillitis, strep throat)</td>
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</table>
### Missouri GLE’s 9–12

#### 2. Health Maintenance

**A. Personal and Family Health**

1. **Personal Health:** Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g. lead poisoning, second-hand smoke)

2. **Preventive Care:** Discuss the concept of preventive care and its importance in maintaining and improving health

4. **Health and Skill-related Fitness:** Analyze factors (e.g. time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity

4. **Health and Skill-related Fitness:** Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness

#### B. Nutrition

1. **Essential Nutrients and Food Groupings:** Assess key nutrients and their specific functions and influences on body processes (e.g. disease prevention)

1. **Essential Nutrients and Food Groupings:** Assess how nutritional needs change throughout the life cycle

2. **Balance, Variety and Moderation:** Prove how a well-balanced diet that is low in fat and high in fiber, vitamins and minerals can reduce the risk of certain diseases

2. **Balance, Variety and Moderation:** Investigate and analyze the factors that influence dietary choices (e.g. lifestyle, ethnicity, family, media and advertising)

2. **Balance, Variety and Moderation:** Analyze food choices and discuss how these choices should be used to develop a proper diet

3. **Food Labels:** Using food labels, apply concepts to meet the dietary needs of individuals for a healthy lifestyle (e.g. diabetes, lactose intolerance, food allergies)

5. **Food Energy and Physical Activity:** Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g. caloric intake, caloric expenditure, weight gain, weight maintenance and safe weight loss)

#### C. Consumer Health and Safety

1. **Media Influences on Health Habits and Decisions:** Evaluate the role the media can play in influencing young adults’ self-concept by idealizing body image and elite performance levels of famous people

1. **Media Influences on Health Habits and Decisions:** Analyze the health claims that the media make and their impact on physical, mental/emotional and social health.
## Missouri GLE’s 9–12

### 2.i. Consumer Rights and Issues:
- Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g. finding specialists such as the CDC, county health departments, extension centers, insurance carriers, clinics, hospitals, OB/GYN services and emergency rooms)

### 3.i. Community Service/Careers:
- Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g. Al-anon for drug abuse or dermatologist for acne)

### D. Life Management Skills

#### 1.i. Decision Making and Problem Solving:
- Apply practices that preserve and enhance the safety and health of others (e.g. conflict resolution, peer mediation, adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure and asset development)

#### 4.i. Stress Management and Coping Skills:
- Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g. managing time and stress, setting goals, dealing with conflicts, working collaboratively)

### 3. Risk Assessment and Reduction

#### A. Disease Prevention and Control

##### 1.i. Communicable vs. Non-communicable Disease:
- Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g. sunscreen, physical activity, diet, sleep, stress management)

##### 1.ii. Communicable vs. Non-communicable Disease:
- Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g. local health department statistics, youth risk behavior survey, Centers for Disease Control, and National Institute of Health)

##### 3.iii. Communicable vs. Non-communicable Disease:
- Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g. ethnic, cultural and family histories)

#### 2.i. Body Defenses and Recovery:
- Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them

#### 3.i. Types of Pathogens and Transmission:
- Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g. strep, herpes, mononucleosis, gonorrhea, chlamydia, HIV, staph infection)

#### B. Injury Prevention

##### 1.i. Safety for Home, School and Communities:
- Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g. rape, assault, homicide, gangs and other personal safety risks)
Missouri GLE’s 9–12

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<tr>
<td>2.i. First Aid Procedures: Identify from a given list those situations that are life threatening and perform basic life-saving maneuvers (e.g. CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)</td>
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<td>3.i. Activity Related Injuries and Environmental Conditions: Recognize activity-related conditions (e.g. bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each</td>
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<tr>
<td>3.ii. Activity Related Injuries and Environmental Conditions: Recognize weather-related emergencies (e.g. dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices</td>
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C. Substance Education

1.i. Safe and Unsafe Substances: Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g. liver damage, heart failure, brain aneurysm, anger, road rage, acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g. body image, obsession with winning, violent behavior, black market/illegal purchases) | X |

2.i. Purpose and Guidelines for Prescription, OTC and Natural Substances: Explain why individuals need to follow label guidelines for all substances (e.g. compatibility of ingested substances) |

3.i. Substance Use vs Non-use: Evaluate the short and long term effects of alcohol, tobacco and other substances on the body (e.g. changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social and economic threats to society | X | X | X |

3.ii. Substance Use vs Non-use: Review healthy alternatives to substance use and investigate effective strategies to promote individual, family and community health | X | X | X | X |

3.iii. Substance Use vs Non-use: Assess the risk of chemical dependency and locate available help if alcohol, tobacco and other substance use becomes a problem |

3.iv. Substance Use vs Non-use: Evaluate personal risks for chemical dependency based upon personal, family and environmental factors |

D. Environmental Health

1.ii. Effects of Pollution on Health: Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g. destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling) |