

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS

SUBJECT: Health Education

COURSE NUMBER: Elementary Health

SUBMISSION TITLE: World of Wellness Health Education Series

PUBLISHER: Human Kinetics, Inc

COURSE CODE NUMBER: 5008000

GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
	A			Health Literacy		
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.1.1		knows names of body parts.	6 (U1, L6)-dental health; 7 (U1, L7)-heart muscle; 18 (U3, L18)-body systems; 19 (U3, L19)-body systems; Newsletters: Form 3.1 (body systems)	M
		HE.A.1.1.2		understands positive health behaviors that enhance wellness.	Story line models throughout; focus: 1 (U1, L1)-positive health behaviors (blue sidebar); 3 (U1, L3)-personal safety; 5 (U1, L5)-hand-washing; 6 (U1, L6)-dental health; 7 (U1, L7)-importance of exercise; 8 (U1, L8)-importance of exercise; 9 (U1, L9)-family fitness; 11 (U1, L11)-make good choices, recognize hazardous substances; 12 (U2, L12)-healthy food choices; 13 (U2, L13)-healthy food choices; 14 (U2, L14)-health food choices; 15 (U2, L15)-health foods give you energy; 21 (U3, L21)-ways to stay healthy; 23 (U3, L23)-prevent spreading of germs; 25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; 29 (U5, L29)-refusal skills; 34 (U6, L34)-promote environmental health; 36 (U6, L36)-importance of exercise; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 2.1 (nutrition); Form 4.1 (mental, emotional, and social health); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs); Form 6.1 (community, consumer, and environmental health)	I
		HE.A.1.1.3		understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.	Story line models throughout; focus: 9 (U1, L9)-family fitness; 12 (U2, L12)-healthy food choices at home; 13 (U2, L13)-healthy food choices at home; 22 (U3, L22)-trusted adult can give you medicine; 23 (U3, L23)-prevent spreading of germs; 25 (U4, L25)-family meetings, conflict resolution; 30 (U5, L30)-only take medicine from trusted adult (parent); 34 (U6, L34)-promote environmental health; Newsletters: Form 2.1 (nutrition); Form 4.1 (mental, emotional, and social health)	I

K		HE.A.1.1.4	recognizes environmental health problems and understands possible solutions.	34 (U6, L34)-promote environmental health; Newsletters: Form 6.1 (community, consumer, and environmental health)	I
		HE.A.1.1.5	identifies common health problems of children and possible ways to prevent these problems.	5 (U1, L5)-hand-washing; 7 (U1, L7)-importance of exercise; 8 (U1, L8)-importance of exercise; 11 (U1, L11)-recognize hazardous substances; 22 (U3, L22)-sickness, taking medicine safely; 23 (U3, L23)-prevent spreading of germs; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; 34 (U6, L34)-promote environmental health; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 4.1 (mental, emotional, and social health); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.A.1.1.6	understands why health problems should be recognized and treated early.	22 (U3, L22)-sickness, taking medicine safely; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 4.1 (mental, emotional, and social health)	M
		HE.A.1.1.7	recognizes that injuries may be prevented.	3 (U1, L3)-personal safety; 4 (U1, L4)-weather safety; 9 (U1, L9)-pool safety; 10 (U1, L10)-fire safety, calling 911; 11 (U1, L11)-make good choices, recognize hazardous substances; 29 (U5, L29)-refusal skills; 30 (U5, L30)-taking medicine safely; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity)	I
		HE.A.1.1.8	recognizes the relationship between physical and emotional health.	7 (U1, L7)-importance of exercise; 8 (U1, L8)-importance of exercise; 26 (U4, L26)-exercise helps you deal with strong feelings positively; 36 (U6, L36)-importance of exercise; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 4.1 (mental, emotional, and social health)	M
		HE.A.1.1.9	classifies food and food combinations according to the Food Guide Pyramid.	12 (U2, L12)-healthy food choices; 13 (U2, L13)-healthy food choices; 14 (U2, L14)-health food choices; Newsletters: Form 2.1 (nutrition)	M
	2		The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.1.1	knows sources of health information (e.g., people, places, and products) and how to locate them.	2 (U1, L2)-big sister as trusted source of health information; 6 (U1, L6)-dentist as source of health info; 10 (U1, L10)-how to call 911; 21 (U3, L21)-health helpers; 23 (U3, L23)-school nurse as health helper; 33 (U6, L33)-community and health helpers; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U6, L33, form K.8 (recognize health helpers)	I
		HE.A.2.1.2	knows the meaning of warning labels and signs on hazardous substances.	11 (U1, L11)-recognize hazardous substances; 22 (U3, L22)-taking medicine safely; 30 (U5, L30)-taking medicine safely; OL: ext. of U5, L30, form K.7 (recognizing warning labels and hazardous substances)	I
		HE.A.2.1.3	identifies advertisements for health products.	35 (U6, L35)-be a smart consumer; Newsletters: Form 6.1 (community, consumer, and environmental health)	M
B			Responsible Health Behavior		
	1		The student knows health-enhancing behaviors and how to reduce health risks.		

K		HE.B.1.1.1	knows and practices good personal health habits.	Story line models throughout; focus: 1 (U1, L1)-positive health behaviors (blue sidebar); 3 (U1, L3)-personal safety; 5 (U1, L5)-hand-washing; 6 (U1, L6)-dental health; 7 (U1, L7)-importance of exercise; 8 (U1, L8)-importance of exercise; 9 (U1, L9)-family fitness; 11 (U1, L11)-make good choices, recognize hazardous substances; 12 (U2, L12)-healthy food choices; 13 (U2, L13)-healthy food choices; 14 (U2, L14)-health food choices; 15 (U2, L15)-health foods give you energy; 21 (U3, L21)-ways to stay healthy; 23 (U3, L23)-prevent spreading of germs; 25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; 29 (U5, L29)-refusal skills; 34 (U6, L34)-promote environmental health; 36 (U6, L36)-importance of exercise; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 2.1 (nutrition); Form 4.1 (mental, emotional, and social health); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs); Form 6.1 (community, consumer, and environmental health)	I
		HE.B.1.1.2	identifies safe and unsafe behaviors.	2 (U1, L2)-bullies, stranger safety; 3 (U1, L3)-personal safety; 4 (U1, L4)-weather safety; 11 (U1, L11)-make good choices, recognize hazardous substances; 22 (U3, L22)-taking medicine safely; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; 29 (U5, L29)-refusal skills; 30 (U5, L30)-taking medicine safely; 31 (U5, L31)-harmfulness of tobacco; 32 (U5, L32)-harmfulness of alcohol; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.3	knows positive ways to handle anger.	25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings	I
		HE.B.1.1.4	knows and practices ways to prevent injuries.	3 (U1, L3)-personal safety; 4 (U1, L4)-weather safety; 9 (U1, L9)-pool safety; 29 (U5, L29)-refusal skills; Newsletters: Form 1.1 (safety, injury prevention, personal health, and physical activity)	I
		HE.B.1.1.5	distinguishes between threatening and nonthreatening environments.	2 (U1, L2)-bullies, stranger safety; 4 (U1, L4)-weather safety; 29 (U5, L29)-refusal skills; Newsletters: Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.6	demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.	2 (U1, L2)-bullies, stranger safety; 4 (U1, L4)-weather safety; 10 (U1, L10)-fire safety, calling 911; 25 (U5, L29)-refusal skills; Newsletters: Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	M
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.1.1	recognizes the ways in which the media, technology, and other sources provide information about health.	33 (U6, L33)-community and health helpers; 35 (U6, L35)-be a smart consumer, don't be a couch potato; Newsletters: Form 6.1 (community, consumer, and environmental health)	M
		HE.B.2.1.2	recognizes that individuals have different cultural backgrounds that impact health practices.	9 (U1, L9)-each family is unique; 19 (U3, L19)-introduction to foreign language; 24 (U4, L24)-uniqueness, different kinds of families; OL: ext. of U2, L14, form K.2 (cultural differences)	M
		HE.B.2.1.3	knows and accepts the differences of people with special health needs.	20 (U3, L20)-special health needs; Newsletters: Form 4.1 (mental, emotional, and social health)	M

K		3	The student knows how to use effective interpersonal communication skills that enhance health.		
		HE.B.3.1.1	knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).	Story line models throughout; focus: 25 (U5, L25)-family meetings, verbal communication; 26 (U4, L26)-communicating your feelings to others; 27 (U4, L27)-conflict resolution, verbal communication; 29 (U5, L29)-verbal and nonverbal refusal skills; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.B.3.1.2	knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).	Story line models throughout; focus: 2 (U1, L2)-older siblings take care of younger siblings; 3 (U1, L3)-friends practice safety together; 23 (U3, L23)-prevent spreading of germs; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, getting along with others; 28 (U4, L28)-being a good friend, making good choices; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.B.3.1.3	knows how to use positive communication skills when expressing needs, wants, and feelings	Story line models throughout; focus: 25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, getting along with others; 29 (U5, L29)-refusal skills; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.B.3.1.4	knows various ways of communicating care and consideration of others (e.g., sharing and saying "please" and "thank you").	Story line models throughout; focus: 20 (U3, L20)-being considerate of others' special health needs; 25 (U4, L25)-family meetings, conflict resolution; 27 (U4, L27)-conflict resolution, getting along with others; 28 (U4, L28)-being a good friend, making good choices; Newsletters: Form 4.1 (mental, emotional, and social health); OL: ext. of U4, L28, form K.5 (respect for others' bodies and personal space)	M
		HE.B.3.1.5	listens attentively (e.g., does not talk while others are talking).	Story line models throughout; focus: 25 (U4, L25)-family meetings, conflict resolution; 28 (U4, L28)-being a good friend, listening skills; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.B.3.1.6	knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).	29 (U5, L29)-refusal skills; Newsletters: Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.3.1.7	knows various ways in which to resolve conflict using positive behavior.	25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; 29 (U5, L29)-refusal skills; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.B.3.1.8	identifies healthy ways to handle feelings.	25 (U4, L25)-family meetings, conflict resolution; 26 (U4, L26)-dealing with feelings positively; 27 (U4, L27)-conflict resolution, dealing with feelings; Newsletters: Form 4.1 (mental, emotional, and social health)	I
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills that enhance health.		
		HE.C.1.1.1	identifies health problems that require the help of a trusted adult (e.g., child abuse).	11 (U1, L11)-recognize good touch v. bad touch; 22 (U3, L22)-sickness, taking medicine safely; 26 (U4, L26)-trusted adult can help you deal with feelings; OL: ext. of U5, L29, form K.6 (identifying situations that require help of trusted adult)	M

K		HE.C.1.1.2	recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).	2 (U1, L2)-bullies, stranger safety; 3 (U1, L3)-personal safety; 5 (U1, L5)-hand-washing; 6 (U1, L6)-dental health; 7 (U1, L7)-importance of exercise; 8 (U1, L8)-importance of exercise; 11 (U1, L11)-make good choices, recognize hazardous substances; 12 (U2, L12)-healthy food choices; 13 (U2, L13)-healthy food choices; 14 (U2, L14)-health food choices; 15 (U2, L15)-health foods give you energy; 22 (U3, L22)-taking medicine safely; 23 (U3, L23)-prevent spreading of germs; 26 (U4, L26)-dealing with feelings positively; 25 (U5, L29)-refusal skills; 31 (U5, L31)-harmfulness of tobacco; 32 (U5, L32)-harmfulness of alcohol; Newsletters: Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
	2		The student knows how to advocate for personal, family, and community health.		
		HE.C.2.1.1	knows various ways to share health information (e.g., talking to peers about healthy snacks).	Story line models throughout, esp: 3 (U1, L3)-friends practice safety together; 15 (U2, L15)-exercise with friends; 34 (U6, L34)-promote environmental health, neighborhood clean-up	M
		HE.C.2.1.2	knows various ways to convey accurate health information and ideas to both individuals and groups.	Story line models throughout, esp: 3 (U1, L3)-personal safety; 34 (U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 6.1 (community, consumer, and environmental health)	M
		HE.C.2.1.3	knows the community agencies that support healthy families, individuals, and communities.	33 (U6, L33)-community and health helpers; 35 (U6, L35)-be a smart consumer, don't be a couch potato; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U6, L33, form K.8 (recognize health helpers in the community)	I
		HE.C.2.1.4	knows methods for assisting others in making positive choices (e.g., about safety belts).	Story line models throughout, esp: 3 (U1, L3)-tell others about safety; 7 (U1, L7)-exercise with friends; 8 (U1, L8)-join a sports team and exercise with friends; 34 (U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 4.1 (mental, emotional, and social health)	I
		HE.C.2.1.5	works with one or more people toward a common goal.	34 (U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U2, L13, form K.1 (setting and working toward a goal with the help of parents); ext. of U3, L18, form K.3 (setting and working toward a goal with the help of parents)	I

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GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
	A			Health Literacy		
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.1.1		knows names of body parts.	12-13 (BB 6; U1, L6)-dental health; 14-15 (BB 7; U1, L7)-heart muscle; 40-41 (BB 18; U3, L18)-body systems; 42-43 (BB 19; U3, L19)-body systems; Worksheets: Form 3.2 (body systems); Newsletters: Form 3.4 (body systems)	M
		HE.A.1.1.2		understands positive health behaviors that enhance wellness.	Story line models throughout; focus: 2-3 (BB 1; U1, L1)-positive behaviors (blue sidebar); 6-7 (BB 3; U1, L3)-safety; 10-11 (BB 5; U1, L5)-hand-washing; 12-13 (BB 6; U1, L6)-dental health; 14-17 (BB 7-8; U1, L7-8), 82-83 (BB 36; U6, L36)-importance of exercise; 18-19 (BB 9; U1, L9)-family fitness; 22-23 (BB 11; U1, L11)-choices; 26-33 (BB 12-15; U2, L12-15)-healthy food; 46-47 (BB 21; U3, L21)-stay healthy; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-feelings; 60-61 (BB 27; U4, L27)-conflict resolution; 66-67 (BB 29; U5, L29)-refusal skills; 78-79 (BB 34; U6, L34)-environmental health; Worksheets (forms): 1.3 (safety); 1.4 (hand-washing); 1.5 (healthy heart); 2.1-2.3 (healthy foods); 4.2 (feelings); Newsletters (forms): 1.6 (safety, health, exercise); 2.5 (nutrition); 4.3 (mental, emotional, social health); 5.3 (refusal skills, harmfulness of alcohol and drugs); 6.1 (community, consumer, environmental health)	I

1		HE.A.1.1.3	understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.	Story line models throughout; focus: 18-19 (BB 9; U1, L9)-family fitness; 26-27 (BB 12; U2, L12)-healthy food choices at home; 28-29 (BB 13; U2, L13)-healthy food choices at home; 48-49 (BB 22; U3, L22)-trusted adult can give you medicine; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 68-69 (BB 30; U5, L30)-only take medicine from trusted adult (parent); 78-79 (BB 34; U6, L34)-promote environmental health; Worksheets: Form 2.1 (healthy foods); Form 2.2 (healthy food choices); 2.3 (health snacks); Newsletters: Form 2.5 (nutrition); Form 4.3 (mental, emotional, and social health)	I
		HE.A.1.1.4	recognizes environmental health problems and understands possible solutions.	78-79 (BB 34; U6, L34)-promote environmental health; Newsletters: Form 6.1 (community, consumer, and environmental health)	I
		HE.A.1.1.5	identifies common health problems of children and possible ways to prevent these problems.	10-11 (BB 5; U1, L5)-hand-washing; 14-15 (BB 7; U1, L7)-importance of exercise; 16-17 (BB 8; U1, L8)-importance of exercise; 22-23 (BB 11; U1, L11)-recognize hazardous substances; 48-49 (BB 22; U3, L22)-sickness, taking medicine safely; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings; 78-79 (BB 34; U6, L34)-promote environmental health; Worksheets: Form 1.4 (hand-washing); Form 1.5 (healthy heart); Form 4.2 (feelings); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health); Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.A.1.1.6	understands why health problems should be recognized and treated early.	48-49 (BB 22; U3, L22)-sickness, taking medicine safely; Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health)	M
		HE.A.1.1.7	recognizes that injuries may be prevented.	6-7 (BB 3; U1, L3)-personal safety; 8-9 (BB 4; U1, L4)-weather safety; 18-19 (BB 9; U1, L9)-pool safety; 20-21 (BB 10; U1, L10)-fire safety, calling 911; 22-23 (BB 11; U1, L11)-make good choices, recognize hazardous substances; 66-67 (BB 29; U5, L29)-refusal skills; 68-69 (BB 30; U5, L30)-taking medicine safely; Worksheets: Form 1.3 (personal safety); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity)	I
		HE.A.1.1.8	recognizes the relationship between physical and emotional health.	14-15 (BB 7; U1, L7)-importance of exercise; 16-17 (BB 8; U1, L8)-importance of exercise; 58-59 (BB 26; U4, L26)-exercise helps you deal with strong feelings positively; 82-83 (BB 36; U6, L36)-importance of exercise; Worksheets: Form 1.5 (healthy heart); Form 4.2 (feelings); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health)	M
		HE.A.1.1.9	classifies food and food combinations according to the Food Guide Pyramid.	26-27 (BB 12; U2, L12)-healthy food choices; 28-29 (BB 13; U2, L13)-healthy food choices; 30-31 (BB 14; U2, L14)-healthy food choices; Worksheets: Form 2.1 (healthy foods); Form 2.2 (healthy food choices); 2.3 (health snacks); Newsletters: Form 2.5 (nutrition)	M

1		2	The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.1.1	knows sources of health information (e.g., people, places, and products) and how to locate them.	4-5 (BB 2; U1, L2)-big sister as trusted source of health information; 12-13 (BB 6; U1, L6)-dentist as source of health info; 20-21 (BB 10; U1, L10)-how to call 911; 46-47 (BB 21; U3, L21)-health helpers; 50-51 (BB 23; U3, L23)-school nurse as health helper; 76-77 (BB 33; U6, L33)-community and health helpers; Newsletters: Form 6.1 (community, consumer, and environmental health) OL: ext. of U1, L10 and U1, L11, forms 1.1a, 1.1b (safety helpers)	I
		HE.A.2.1.2	knows the meaning of warning labels and signs on hazardous substances.	22-23 (BB 11; U1, L11)-recognize hazardous substances; 48-49 (BB 22; U3, L22)-taking medicine safely; 68-69 (BB 30; U5, L30)-taking medicine safely	I
		HE.A.2.1.3	identifies advertisements for health products.	80-81 (BB 35; U6, L35)-be a smart consumer; Newsletters: Form 6.1 (community, consumer, and environmental health)	M
	B		Responsible Health Behavior		
		1	The student knows health-enhancing behaviors and how to reduce health risks.		
		HE.B.1.1.1	knows and practices good personal health habits.	Story line models throughout; focus: 2-3 (BB 1; U1, L1)-positive behaviors (blue sidebar); 6-7 (BB 3; U1, L3)-safety; 10-11 (BB 5; U1, L5)-hand-washing; 12-13 (BB 6; U1, L6)-dental health; 14-17 (BB 7-8; U1, L7-8), 82-83 (BB 36; U6, L36)-importance of exercise; 18-19 (BB 9; U1, L9)-family fitness; 22-23 (BB 11; U1, L11)-good choices, 26-33 (BB 12-15; U2, L12-15)-healthy food; 46-47 (BB 21; U3, L21)-ways to stay healthy; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-feelings; 60-61 (BB 27; U4, L27)-conflict resolution; 66-67 (BB 29; U5, L29)-refusal skills; 78-79 (BB 34; U6, L34)-environmental health; Worksheets (forms): 1.3 (safety); 1.4 (hand-washing); 1.5 (healthy heart); 2.1-2.3 (healthy foods); 4.2 (feelings); Newsletters (forms): 1.6 (safety, health, exercise); 2.5 (nutrition); 4.3 (mental, emotional, social health); 5.3 (refusal skills, alcohol and drugs); 6.1 (community, consumer, environmental health)	I
		HE.B.1.1.2	identifies safe and unsafe behaviors.	4-5 (BB 2; U1, L2)-bullies, stranger safety; 6-7 (BB 3; U1, L3)-personal safety; 8-9 (BB 4; U1, L4)-weather safety; 22-23 (BB 11; U1, L11)-make good choices, recognize hazardous substances; 48-49 (BB 22; U3, L22)-taking medicine safely; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills; 68-69 (BB 30; U5, L30)-taking medicine safely; 70-71 (BB 31; U5, L31)-harmfulness of tobacco; 72-73 (BB 32; U5, L32)-harmfulness of alcohol; Worksheets: Form 1.2 (stranger safety); Form 1.3 (personal safety); Form 4.2 (feelings); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity); Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.3	knows positive ways to handle anger.	56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings	I

1		HE.B.1.1.4	knows and practices ways to prevent injuries.	6-7 (BB 3; U1, L3)-personal safety; 8-9 (BB 4; U1, L4)-weather safety; 18-19 (BB 9; U1, L9)-pool safety; 66-67 (BB 29; U5, L29)-refusal skills; Worksheets: Form 1.3 (personal safety); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity)	I
		HE.B.1.1.5	distinguishes between threatening and nonthreatening environments.	4-5 (BB 2; U1, L2)-bullies, stranger safety; 8-9 (BB 4; U1, L4)-weather safety; 66-67 (BB 29; U5, L29)-refusal skills; Worksheets: Form 1.2 (stranger safety); Newsletters: Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.6	demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.	4-5 (BB 2; U1, L2)-bullies, stranger safety; 8-9 (BB 4; U1, L4)-weather safety; 20-21 (BB 10; U1, L10)-fire safety, calling 911; 66-67 (BB 29; U5, L29)-refusal skills; Worksheets: Form 1.2 (stranger safety); Newsletters: Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	M
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.1.1	recognizes the ways in which the media, technology, and other sources provide information about health.	76-77 (BB 33; U6, L33)-community and health helpers; 80-81 (BB 35; U6, L35)-be a smart consumer, don't be a couch potato; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U1, L10 and U1, L11, forms 1.1a, 1.1b (safety helpers); ext. of U6, L35, forms 1.5a, 1.5b, 1.6 (ways media affects health)	M
		HE.B.2.1.2	recognizes that individuals have different cultural backgrounds that impact health practices.	18-19 (BB 9; U1, L9)-each family is unique; 42-43 (BB 19; U3, L19)-introduction to foreign language; 54-55 (BB 24; U4, L24)-uniqueness, different kinds of families; OL: ext. of U3, L17, forms 1.2a, 1.2b (uniqueness of individuals, stereotypes)	M
		HE.B.2.1.3	knows and accepts the differences of people with special health needs.	44-45 (BB 20; U3, L20)-special health needs; Worksheets: Form 3.3 (special health needs); Newsletters: Form 4.3 (mental, emotional, and social health)	M
	3		The student knows how to use effective interpersonal communication skills that enhance health.		
		HE.B.3.1.1	knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).	Story line models throughout; focus: 56-57 (BB 25; U5, L25)-family meetings, verbal communication; 58-59 (BB 26; U4, L26)-communicating your feelings to others; 60-61 (BB 27; U4, L27)-conflict resolution, verbal communication; 66-67 (BB 29; U5, L29)-verbal and nonverbal refusal skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.2	knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).	Story line models throughout; focus: 4-5 (BB 2; U1, L2)-older siblings take care of younger siblings; 6-7 (BB 3; U1, L3)-friends practice safety together; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, getting along with others; 62-63 (BB 28; U4, L28)-being a good friend, making good choices; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.3	knows how to use positive communication skills when expressing needs, wants, and feelings	Story line models throughout; focus: 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, getting along with others; 66-67 (BB 29; U5, L29)-refusal skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I

1		HE.B.3.1.4	knows various ways of communicating care and consideration of others (e.g., sharing and saying "please" and "thank you").	Story line models throughout; focus: 44-45 (BB 20; U3, L20)-being considerate of others' special health needs; 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 60-61 (BB 27; U4, L27)-conflict resolution, getting along with others; 62-63 (BB 28; U4, L28)-being a good friend, making good choices; Worksheets: Form 3.3 (special health needs); Newsletters: Form 4.3 (mental, emotional, and social health)	M
		HE.B.3.1.5	listens attentively (e.g., does not talk while others are talking).	Story line models throughout; focus: 56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 62-63 (BB 28; U4, L28)-being a good friend, listening skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.6	knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).	66-67 (BB 29; U5, L29)-refusal skills; Newsletters: Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.3.1.7	knows various ways in which to resolve conflict using positive behavior.	56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings; 66-67 (BB 29; U5, L29)-refusal skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.8	identifies healthy ways to handle feelings.	56-57 (BB 25; U4, L25)-family meetings, conflict resolution; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings; Newsletters: Form 4.3 (mental, emotional, and social health)	I
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills that enhance health.		
		HE.C.1.1.1	identifies health problems that require the help of a trusted adult (e.g., child abuse).	22-23 (BB 11; U1, L11)-recognize good touch v. bad touch; 48-49 (BB 22; U3, L22)-sickness, taking medicine safely; 58-59 (BB 26; U4, L26)-trusted adult can help you deal with feelings	M
		HE.C.1.1.2	recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).	4-5 (BB 2; U1, L2)-bullies, stranger safety; 6-7 (BB 3; U1, L3)-personal safety; 10-11 (BB 5; U1, L5)-hand-washing; 12-13 (BB 6; U1, L6)-dental health; 14-15 (BB 7; U1, L7)-importance of exercise; 16-17 (BB 8; U1, L8)-importance of exercise; 22-23 (BB 11; U1, L11)-make good choices, recognize hazardous substances; 26-27 (BB 12; U2, L12)-healthy food choices; 28-29 (BB 13; U2, L13)-healthy food choices; 30-31 (BB 14; U2, L14)-health food choices; 32-33 (BB 15; U2, L15)-health foods give you energy; 48-49 (BB 22; U3, L22)-taking medicine safely; 50-51 (BB 23; U3, L23)-prevent spreading of germs; 58-59 (BB 26; U4, L26)-dealing with feelings positively; 66-67 (BB 29; U5, L29)-refusal skills; 70-71 (BB 31; U5, L31)-harmfulness of tobacco; 72-73 (BB 32; U5, L32)-harmfulness of alcohol; Worksheets: Form 1.2 (stranger safety); Form 1.3 (personal safety); Form 1.4 (hand-washing); Form 1.5 (healthy heart); Form 2.1 (healthy foods); Form 2.2 (healthy food choices); 2.3 (health snacks); Newsletters: Form 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I

1		2	The student knows how to advocate for personal, family, and community health.		
		HE.C.2.1.1	knows various ways to share health information (e.g., talking to peers about healthy snacks).	Story line models throughout, esp: 6-7 (BB 3; U1, L3)-friends practice safety together; 32-33 (BB 15; U2, L15)-exercise with friends; 78-79 (BB 34; U6, L34)-promote environmental health, neighborhood clean-up; OL: ext. of U3, L23, form 1.4 (convey health information effectively)	M
		HE.C.2.1.2	knows various ways to convey accurate health information and ideas to both individuals and groups.	Story line models throughout, esp: 6-7 (BB 3; U1, L3)-personal safety; 78-79 (BB 34; U6, L34)-promote environmental health, neighborhood clean-up; Worksheets: Form 1.3 (personal safety); Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U3, L23, form 1.4 (convey health information effectively)	M
		HE.C.2.1.3	knows the community agencies that support healthy families, individuals, and communities.	76-77 (BB 33; U6, L33)-community and health helpers; 80-81 (BB 35; U6, L35)-be a smart consumer, don't be a couch potato; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U1, L10 and U1, L11, forms 1.1a, 1.1b (safety helpers)	I
		HE.C.2.1.4	knows methods for assisting others in making positive choices (e.g., about safety belts).	Story line models throughout, esp: 4-5 (BB 3; U1, L3)-tell others about safety; 14-15 (BB 7; U1, L7)-exercise with friends; 16-17 (BB 8; U1, L8)-join a sports team and exercise with friends; 78-79 (BB 34; U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 4.3 (mental, emotional, and social health); OL: ext. of U3, L23, form 1.4 (convey health information effectively, work with peers)	I
		HE.C.2.1.5	works with one or more people toward a common goal.	78-79 (BB 34; U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 6.1 (community, consumer, and environmental health); OL: ext. of U3, L18, form 1.3 (work with parent to achieve goal of becoming more active)	I

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS**

SUBJECT: Health Education

COURSE NUMBER: Elementary Health

SUBMISSION TITLE: World of Wellness Health Education Series

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COURSE CODE NUMBER: 5008000

GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
2						
	A			Health Literacy		
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.1.1		knows names of body parts.	12-13 (U1, L6)-dental health; 14-15 (U1, L7)-heart muscle; 40-41 (U3, L18)-body systems; 42-43 (U3, L19)-body systems; Newsletters: Form 3.7 (body systems)	M
		HE.A.1.1.2		understands positive health behaviors that enhance wellness.	Story line models throughout; focus: 2-3 (U1, L1)-positive behaviors (blue sidebar); 6-7 (U1, L3)-safety; 10-11 (U1, L5)-hand-washing; 12-13 (U1, L6)-dental health; 14-17 (U1, L7-8), 82-83 (U6, L36)-importance of exercise; 18-19 (U1, L9)-family fitness; 22-23 (U1, L11)-good choices; 26-33 (U2, L12-15)-healthy food; 46-47 (U3, L21)-ways to stay healthy; 50-51 (U3, L23)-prevent spreading of germs; 56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-feelings; 60-61 (U4, L27)-conflict resolution; 66-67 (U5, L29)-refusal skills; 78-79 (U6, L34)-environmental health; Worksheets (forms): 1.2 (safety); 1.3 (healthy heart); 2.1-2.4 (healthy food); 3.6 (avoid spreading germs); 5.3 (staying drug free); OL: ext. of U1, L3 (safety); ext. of U1, L7, form 2.1 (safety); Newsletters (forms): 1.4 (safety, health, exercise); 2.5 (nutrition); 4.3 (mental, emotional, social health); 5.4 (refusal skills, harmfulness of alcohol and drugs); 6.2 (community, consumer, environmental health)	I
		HE.A.1.1.3		understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.	Story line models throughout; focus: 18-19 (U1, L9)-family fitness; 26-27 (U2, L12)-healthy food choices at home; 28-29 (U2, L13)-healthy food choices at home; 48-49 (U3, L22)-trusted adult can give you medicine; 50-51 (U3, L23)-prevent spreading of germs; 56-57 (U4, L25)-family meetings, conflict resolution; 68-69 (U5, L30)-only take medicine from trusted adult (parent); 78-79 (U6, L34)-promote environmental health; Worksheets: Forms 2.1-2.4 (healthy food choices); Form 3.6 (avoid spreading germs); Form 5.2 (medicine safety); Newsletters: Form 2.5 (nutrition); Form 4.3 (mental, emotional, and social health)	I

2		HE.A.1.1.4	recognizes environmental health problems and understands possible solutions.	78-79 (U6, L34)-promote environmental health; Newsletters: Form 6.2 (community, consumer, and environmental health)	I
		HE.A.1.1.5	identifies common health problems of children and possible ways to prevent these problems.	10-11 (U1, L5)-hand-washing; 14-15 (U1, L7)-importance of exercise; 16-17 (U1, L8)-importance of exercise; 22-23 (U1, L11)-recognize hazardous substances; 48-49 (U3, L22)-sickness, taking medicine safely; 50-51 (U3, L23)-prevent spreading of germs; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, dealing with feelings; 78-79 (U6, L34)-promote environmental health; Worksheets: Form 1.3 (healthy heart); Form 3.6 (avoid spreading germs); Form 5.2 (medicine safety); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health); Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.A.1.1.6	understands why health problems should be recognized and treated early.	48-49 (U3, L22)-sickness, taking medicine safely; Worksheets: Form 3.6 (avoid spreading germs); Form 5.2 (medicine safety); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health)	M
		HE.A.1.1.7	recognizes that injuries may be prevented.	6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather safety; 18-19 (U1, L9)-pool safety; 20-21 (U1, L10)-fire safety, calling 911; 22-23 (U1, L11)-make good choices, recognize hazardous substances; 66-67 (U5, L29)-refusal skills; 68-69 (U5, L30)-taking medicine safely; Worksheets: Form 1.2 (personal safety); Form 3.6 (avoid spreading germs); Form 5.2 (medicine safety); Form 5.3 (staying drug free); OL: ext. of U1, L3 (personal safety); ext. of U1, L7, form 2.1 (personal safety); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity)	I
		HE.A.1.1.8	recognizes the relationship between physical and emotional health.	14-15 (U1, L7)-importance of exercise; 16-17 (U1, L8)-importance of exercise; 58-59 (U4, L26)-exercise helps you deal with strong feelings positively; 82-83 (U6, L36)-importance of exercise; Worksheets: Form 1.3 (healthy heart); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health)	M
		HE.A.1.1.9	classifies food and food combinations according to the Food Guide Pyramid.	26-27 (U2, L12)-healthy food choices; 28-29 (U2, L13)-healthy food choices; 30-31 (U2, L14)-health food choices; Worksheets: Forms 2.1-2.4 (healthy food choices); Newsletters: Form 2.5 (nutrition)	M
	2		The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.1.1	knows sources of health information (e.g., people, places, and products) and how to locate them.	4-5 (U1, L2)-big sister as trusted source of health information; 12-13 (U1, L6)-dentist as source of health info; 20-21 (U1, L10)-how to call 911; 46-47 (U3, L21)-health helpers; 50-51 (U3, L23)-school nurse as health helper; 76-77 (U6, L33)-community and health helpers; Worksheets: Forms 3.4-3.5 (health helpers); Form 6.1 (community helps); OL: ext. of U1, L9-L10, U6, L33, forms 2.2-2.3 (safety helpers); ext. of U3, L23, form 2.11 (sources of health information); ext. of U6, L34, form 2.13 (community helpers); Newsletters: Form 6.2 (community, consumer, and environmental health)	I

2		HE.A.2.1.2	knows the meaning of warning labels and signs on hazardous substances.	22-23 (U1, L11)-recognize hazardous substances; 48-49 (U3, L22)- taking medicine safely; 68-69 (U5, L30)-taking medicine safely; Worksheets: Form 5.2 (medicine safety); OL: ext. of U1, L11, forms 2.4-2.5 (poison control, hazardous substances)	I
		HE.A.2.1.3	identifies advertisements for health products.	80-81 (U6, L35)-be a smart consumer; OL: ext. of U3, L23, form 2.11 (media as source of health information); ext. of U6, L35, form 2.14 (media influence); Newsletters: Form 6.2 (community, consumer, and environmental health)	M
	B		Responsible Health Behavior		
		1	The student knows health-enhancing behaviors and how to reduce health risks.		
		HE.B.1.1.1	knows and practices good personal health habits.	Story line models throughout; focus: 2-3 (U1, L1)-positive behaviors (blue sidebar); 6-7 (U1, L3)-safety; 10-11 (U1, L5)-hand-washing; 12-13 (U1, L6)-dental health; 14-17 (U1, L7-8), 82-83 (U6, L36)-importance of exercise; 18-19 (U1, L9)-family fitness; 22-23 (U1, L11)-good choices; 26-33 (U2, L12-15)-healthy food; 46-47 (U3, L21)-ways to stay healthy; 50-51 (U3, L23)-prevent spreading of germs; 56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-feelings; 60-61 (U4, L27)-conflict resolution, feelings; 66-67 (U5, L29)-refusal skills; 78-79 (U6, L34)-environmental health; Worksheets (forms): 1.2 (safety); 1.3 (healthy heart); 2.1-2.4 (healthy food); 5.3 (staying drug free); OL: ext. of U1, L3 (safety); ext. of U1, L7, form 2.1 (safety); Newsletters (forms): 1.4 (safety, health, exercise); 2.5 (nutrition); 4.3 (mental, emotional, social health); 5.4 (refusal skills, harmfulness of alcohol and drugs); 6.2 (community, consumer, environmental health)	I
		HE.B.1.1.2	identifies safe and unsafe behaviors.	4-5 (U1, L2)-bullies, stranger safety; 6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather safety; 22-23 (U1, L11)-make good choices, recognize hazardous substances; 48-49 (U3, L22)-taking medicine safely; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills; 68-69 (U5, L30)-taking medicine safely; 70-71 (U5, L31)-harmfulness of tobacco; 72-73 (U5, L32)-harmfulness of alcohol; Worksheets: Form 1.2 (personal safety); Form 5.2 (medicine safety); Form 5.3 (staying drug free); OL: ext. of U1, L3 (personal safety); ext. of U1, L7, form 2.1 (personal safety); ext. of U5, L31 (harmfulness of drugs, tobacco, and alcohol); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity); Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.3	knows positive ways to handle anger.	56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, dealing with feelings	I
		HE.B.1.1.4	knows and practices ways to prevent injuries.	6-7 (U1, L3)-personal safety; 8-9 (U1, L4)-weather safety; 18-19 (U1, L9)-pool safety; 66-67 (U5, L29)-refusal skills; Worksheets: Form 1.2 (personal safety); OL: ext. of U1, L3 (personal safety); ext. of U1, L7, form 2.1 (personal safety); Newsletters: Form 1.4 (safety, injury prevention, personal health, and physical activity)	I

2		HE.B.1.1.5	distinguishes between threatening and nonthreatening environments.	4-5 (U1, L2)-bullies, stranger safety; 8-9 (U1, L4)-weather safety; 66-67 (U5, L29)-refusal skills; Newsletters: Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.1.1.6	demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.	4-5 (U1, L2)-bullies, stranger safety; 8-9 (U1, L4)-weather safety; 20-21 (U1, L10)-fire safety, calling 911; 66-67 (U5, L29)-refusal skills; Newsletters: Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	M
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.1.1	recognizes the ways in which the media, rechnology, and other sources provide information about health.	76-77 (U6, L33)-community and health helpers; 80-81 (U6, L35)-be a smart consumer, don't be a couch potato; Worksheets: Forms 3.4-3.5 (health helpers); Form 6.1 (community helps); OL: ext. of U1, L9-L10, U6, L33, forms 2.2-2.3 (safety helpers); ext. of U3, L23, form 2.11 (media as source of health information); ext. of U6, L34, form 2.13 (community helpers); ext. of U6, L35, form 2.14 (media influence); Newsletters: Form 6.2 (community, consumer, and environmental health)	M
		HE.B.2.1.2	recognizes that individuals have different cultural backgrounds that impact health practices.	Multicultural (peach-colored) sidebars on pp. 3, 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77; 18-19 (U1, L9)-each family is unique; 42-43 (U3, L19)-introduction to foreign language; 54-55 (U4, L24)-uniqueness, different kinds of families; Worksheets: Form 3.1 (intro to foreign language)	M
		HE.B.2.1.3	knows and accepts the differences of people with special health needs.	44-45 (U3, L20)-special health needs; Worksheets: Forms 3.2-3.3 (special health needs); Newsletters: Form 4.3 (mental, emotional, and social health)	M
	3		The student knows how to use effective interpersonal communication skills that enhance health.		
		HE.B.3.1.1	knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).	Art, story line model; focus: 56-57 (U5, L25)-family meetings, verbal communication; 58-59 (U4, L26)-communicating your feelings to others; 60-61 (U4, L27)-conflict resolution, verbal communication; 66-67 (U5, L29)-verbal and nonverbal refusal skills; OL: ext. of U4, L27 (communication skills); ext. of U5, L29, form 2.12 (nonverbal communication); Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.2	knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).	Modeled throughout; focus: 4-5 (U1, L2)-older siblings take care of younger siblings; 6-7 (U1, L3)-friends practice safety together; 50-51 (U3, L23)-prevent spreading of germs; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, getting along with others; 62-63 (U4, L28)-being a good friend, making good choices; Worksheets: Form 4.2 (friendship); Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.3	knows how to use positive communication skills when expressing needs, wants, and feelings	Modeled throughout; focus: 56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, getting along with others; 66-67 (U5, L29)-refusal skills; OL: ext. of U4, L27 (communication skills); Newsletters: Form 4.3 (mental, emotional, and social health)	I

2		HE.B.3.1.4	knows various ways of communicating care and consideration of others (e.g., sharing and saying "please" and "thank you").	Modeled throughout; focus: 44-45 (U3, L20)-being considerate of others' special health needs; 56-57 (U4, L25)-family meetings, conflict resolution; 60-61 (U4, L27)-conflict resolution, getting along with others; 62-63 (U4, L28)-being a good friend, making good choices; Worksheets: Forms 3.2-3.3 (special health needs); OL: ext. of U4, L27 (communication skills); Newsletters: Form 4.3 (mental, emotional, and social health)	M
		HE.B.3.1.5	listens attentively (e.g., does not talk while others are talking).	Modeled throughout; focus: 56-57 (U4, L25)-family meetings, conflict resolution; 62-63 (U4, L28)-being a good friend, listening skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.6	knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).	66-67 (U5, L29)-refusal skills; Worksheets: Form 5.3 (staying drug free); Newsletters: Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		HE.B.3.1.7	knows various ways in which to resolve conflict using positive behavior.	56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, dealing with feelings; 66-67 (U5, L29)-refusal skills; Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.B.3.1.8	identifies healthy ways to handle feelings.	56-57 (U4, L25)-family meetings, conflict resolution; 58-59 (U4, L26)-dealing with feelings positively; 60-61 (U4, L27)-conflict resolution, dealing with feelings; Newsletters: Form 4.3 (mental, emotional, and social health)	I
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills that enhance health.		
		HE.C.1.1.1	identifies health problems that require the help of a trusted adult (e.g., child abuse).	22-23 (U1, L11)-recognize good touch v. bad touch; 48-49 (U3, L22)-sickness, taking medicine safely; 58-59 (U4, L26)-trusted adult can help you deal with feelings; Worksheets: Form 5.2 (medicine safety); OL: ext. of U3, L22, form 2.10 (tell a trusted adult when you're sick)	M
		HE.C.1.1.2	recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).	4-5 (U1, L2)-bullies, stranger safety; 6-7 (U1, L3)-safety; 10-11 (U1, L5)-hand-washing; 12-13 (U1, L6)-dental health; 14-17 (U1, L7-8)-importance of exercise; 22-23 (U1, L11)-good choices; 26-33 (U2, L12-15)-healthy food; 48-49 (U3, L22)-taking medicine safely; 50-51 (U3, L23)-prevent spreading of germs; 58-59 (U4, L26)-dealing with feelings; 66-67 (U5, L29)-refusal skills; 70-71 (U5, L31)-harmfulness of tobacco; 72-73 (U5, L32)-harmfulness of alcohol; Worksheets (forms): 1.2 (safety); 1.3 (healthy heart); 2.1-2.4 (healthy food); 5.1 (decision-making and refusal skills); 5.2 (medicine safety); 5.3 (staying drug free); OL: ext. of U1, L3 (safety); ext. of U1, L7, form 2.1 (safety); ext. of U5, L31 (harmfulness of drugs, tobacco, and alcohol); Newsletters (forms): 5.3 (refusal skills, harmfulness of alcohol, tobacco, and other drugs)	I
		2	The student knows how to advocate for personal, family, and community health.		

2		HE.C.2.1.1	knows various ways to share health information (e.g., talking to peers about healthy snacks).	Modeled throughout, esp: 6-7 (U1, L3)-friends practice safety together; 32-33 (U2, L15)-exercise with friends; 78-79 (U6, L34)-promote environmental health, neighborhood clean-up	M
		HE.C.2.1.2	knows various ways to convey accurate health information and ideas to both individuals and groups.	Modeled throughout, esp: 6-7 (U1, L3)-personal safety; 78-79 (U6, L34)-promote environmental health, neighborhood clean-up; Worksheets: Form 1.2 (personal safety); Newsletters: Form 6.1 (community, consumer, and environmental health)	M
		HE.C.2.1.3	knows the community agencies that support healthy families, individuals, and communities.	76-77 (U6, L33)-community and health helpers; 80-81 (U6, L35)-be a smart consumer, don't be a couch potato; Worksheets: Forms 3.4-3.5 (health helpers); OL: ext. of U1, L9-L10, U6, L33, forms 2.2-2.3 (safety helpers); ext. of U6, L34, form 2.13 (community helpers); Newsletters: Form 6.1 (community, consumer, and environmental health)	I
		HE.C.2.1.4	knows methods for assisting others in making positive choices (e.g., about safety belts).	Modeled throughout, esp: 4-5 (U1, L3)-tell others about safety; 14-15 (U1, L7)-exercise with friends; 16-17 (U1, L8)-join a sports team and exercise with friends; 78-79 (U6, L34)-promote environmental health, neighborhood clean-up; OL: ext. of U2, L15, forms 2.8-2.9 (logging eating and physical activity habits); Newsletters: Form 4.3 (mental, emotional, and social health)	I
		HE.C.2.1.5	works with one or more people toward a common goal.	78-79 (U6, L34)-promote environmental health, neighborhood clean-up; Newsletters: Form 6.1 (community, consumer, and environmental health)	I

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS**

SUBJECT: Health Education

COURSE NUMBER: Elementary Health

SUBMISSION TITLE: World of Wellness Health Education Series

PUBLISHER: Human Kinetics, Inc

COURSE CODE NUMBER: 5008000

GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
3						
	A					
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.2.1		understands the functions of human body systems.	7 (U1, L3)-immune system (top sidebar); 36-37 (U3, L16)-immune system; 40-41 (U3, L18)-body systems; Newsletters: Form 3.6 (body systems, diseases, growth and development).	I
		HE.A.1.2.2		knows how personal health behaviors influence individual well-being.	Modeled thruout, focus: 4-5 (U1, L2)-grooming habits; 6-7 (U1, L3), 52-53 (U4, L23)-importance of exercise; 8-9 (U1, L4)-safety; 12-13 (U1, L6)-weather safety; 16-17 (U1, L8)-be a good sport; 18-19 (U1, L9)-dental health; 22-27 (U2, L10-12)-healthy food choices; 30-31 (U2, L14)-dietary guidelines; 32-33 (U2, L15)-importance of exercise and good nutrition; 44 (U3, L19)-growth; 46-47 (U4, L20)-communication, conflict resolution; 54-55 (U4, L24)-decision-making and refusal skills; 58-59 (U5, L25)-staying drug free; 60-61 (U5, L26)-harmfulness of drugs and alcohol; 62-63 (U5, L27)-harmfulness of nicotine; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-violence; 72-73 (U6, L31)-importance of exercise (blue sidebar); Worksheets (forms): 1.2 (exercise); 1.4 (safety); 1.7 (weather safety); 3.3, 4.3 (decision-making skills); 5.1, 5.3 (harmfulness of alcohol and drugs); Newsletters (forms): 1.14 (safety, health, exercise); 2.2 (nutrition); 4.4 (mental, emotional, family, social health); 5.6 (alcohol, tobacco, and other drugs); 6.3 (community, consumer, environmental health).	I

3		HE.A.1.2.3	knows the indicators of physical, mental, emotional, and social health during childhood.	Modeled thruout, focus: 6-7 (U1, L3), 52-53 (U4, L23)-importance of exercise; 16-17 (U1, L8)-being a good sport; 18-19 (U1, L9)-dental health; 22-33 (U2, L10-15)-healthy food; 44 (U3, L19)-exercising and being healthy will make you grow; 50-51 (U4, L22)-friendship; 54-55 (U4, L24)-decision-making and refusal skills; 58-59 (U5, L25)-staying drug free; 70-71 (U6, L30)-avoid violence; 72-73 (U6, L31)-importance of exercise (blue sidebar); Worksheets (forms): 1.2 (importance of exercise); 3.3, 4.3 (decision-making skills); Newsletters (forms): 1.14 (safety, health, exercise); 2.2 (nutrition); 4.4 (mental, emotional, family, social health); 6.3 (community, consumer, environmental health).	
		HE.A.1.2.4	understands how the family influences personal health.	26-27 (U2, L12)-eating nutritiously at home; 46-47 (U4, L20)-family meetings, family roles and responsibilities; 48-49 (U4, L21)-family rules; 52-53 (U4, L23)-families inspire each other, importance of physical activity; 64-65 (U5, L28)-parents protect kids against harmful substances, like secondhand smoke; Newsletters: Form 4.4 (mental, emotional, family, and social health).	
		HE.A.1.2.5	knows the ways in which the environment impacts health.	12-13 (U1, L6)-weather safety; 64-65 (U5, L28)-harmfulness of secondhand smoke; 74-75 (U6, L32)-pollution; 76-77 (U6, L33)-pollution; 78-79 (U6, L34)-pollution, conserving energy; Worksheets: Form 1.7 (weather safety); Form 6.2 (pollution); Newsletters: Form 6.3 (community, consumer, and environmental health).	
		HE.A.1.2.6	knows the most common health problems of children.	36-37 (U3, L16)-illness, germs.	
		HE.A.1.2.7	knows why health problems should be detected and treated early.	14-15 (U1, L7)-first aid, emergencies; 36-37 (U3, L16)-illness, germs; Newsletters: Form 3.6 (body systems, diseases, growth and development).	
		HE.A.1.2.8	knows how childhood injuries and illnesses can be prevented and treated.	8-9 (U1, L4)-personal safety; 12-13 (U1, L6)-weather safety; 14-15 (U1, L7)-first aid, emergencies; 36-37 (U3, L16)-illness, germs; Worksheets: Form 1.4 (personal safety); Form 1.7 (weather safety); Newsletters: Form 1.14 (safety, injury prevention, personal health, and physical activity).	
		HE.A.1.2.9	knows why illegal drugs should not be used and the consequences of their use.	58-59 (U5, L25)-importance of staying drug free; 60-61 (U5, L26)-harmfulness of drugs and alcohol; 62-63 (U5, L27)-harmfulness of nicotine; 64-65 (U5, L28)-harmfulness of secondhand smoke; Worksheets: Form 5.1 (harmfulness of alcohol and drugs); Form 5.3 (harmfulness of alcohol and drugs); Newsletters: Form 5.6 (alcohol, tobacco, and other drugs).	
		HE.A.1.2.10	knows the nutritional values of different foods.	22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food; 26-27 (U2, L12)-eating nutritiously; 30-31 (U2, L14)-follow dietary guidelines; Newsletters: Form 2.2 (nutrition education).	
	2		The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.2.1	knows the characteristics of valid health information, products, and services.	22-23 (U2, L10)-healthy food choices (low-fat, low-cal); 74-75 (U6, L32)-resources for health information.	
		HE.A.2.2.2	knows how to locate resources from home, school, and community that provide valid health information.	12-13 (U1, L6)-teacher as source of valid health information; 16-17 (U1, L8)-PE teacher as source of valid health information; 44 (U3, L19)-parents as source of valid health information; 74-75 (U6, L32)-resources for health information.	

3		HE.A.2.2.3	knows how the media influence the selection of health information, products, and services.	24-25 (U2, L11)-media influences; 66-67 (U5, L29)-media influences; 70-71 (U6, L30)-media influences; 64-65 (U5, L28)-advertisements; Newsletters: Form 6.3 (community, consumer, and environmental health).	I
		HE.A.2.2.4	knows criteria for selecting health resources, products, and services.	66-67 (U5, L29)-know how to be a smart consumer.	M
		HE.A.2.2.5	knows of the availability of stress-management resources in the home, school, and community and has access to them.	7 (U1, L3)-exercise helps reduce stress (top sidebar); 16-17 (U1, L8)-stress management is a part of physical fitness; 33 (U2, L15)-exercise helps reduce stress (top sidebar); Newsletters: Form 4.4 (stress management).	M
	B		Responsible Health Behavior		
		1	The student knows health-enhancing behaviors and how to reduce health risks.		
		HE.B.1.2.1	knows the importance of assuming responsibility for personal health habits.	4-5 (U1, L2)-grooming habits; 6-7 (U1, L3), 52-53 (U4, L23)-importance of exercise; 8-9 (U1, L4)-safety; 12-13 (U1, L6)-weather safety; 16-17 (U1, L8)-be a good sport; 18-19 (U1, L9)-dental health; 22-27 (U2, L10-12)-healthy food choices; 30-31 (U2, L14)-dietary guidelines; 32-33 (U2, L15)-importance of water, healthy snacks, exercise; 44 (U3, L19)-exercising and being healthy will make you grow; 54-55 (U4, L24)-decision-making and refusal skills; 58-59 (U5, L25)-staying drug free; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid violence; 72-73 (U6, L31)-importance of exercise (blue sidebar); Worksheets (forms): 1.2 (importance of exercise); 1.4 (safety); 1.7 (weather safety); 3.3, 4.3 (decision-making skills); 5.1, 5.3 (harmfulness of alcohol and drugs); Newsletters (forms): 1.14 (safety, health, exercise); 2.2 (nutrition); 4.4 (mental, emotional, family, social health); 5.6 (alcohol, tobacco, and other drugs); 6.3 (community, consumer, environmental health).	I
		HE.B.1.2.2	compares behaviors that are safe to those that are risky or harmful.	Modeled throughout; focus: 8-9 (U1, L4)-personal safety; 10-11 (U1, L5)-dealing with bullies, conflict resolution; 58-59 (U5, L25)-staying drug free, drugs vs. medicine; 60-61 (U5, L26)-harmfulness of drugs and alcohol; 62-63 (U5, L27)-harmfulness of nicotine; 64-65 (U5, L28)-harmfulness of secondhand smoke; 70-71 (U6, L30)-avoid potentially violent situations; Worksheets: Form 5.1 (harmfulness of alcohol and drugs); Form 5.3 (harmfulness of alcohol and drugs); Newsletters: Form 5.6 (alcohol, tobacco, and other drugs).	
		HE.B.1.2.3	knows and uses stress-management skills.	7 (U1, L3)-exercise helps reduce stress (top sidebar); 16-17 (U1, L8)-stress management is a part of physical fitness; 33 (U2, L15)-exercise helps reduce stress (top sidebar); Newsletters: Form 4.4 (stress management).	M

3		HE.B.1.2.4	uses strategies for improving or maintaining personal health.	4-5 (U1, L2)-good grooming habits; 6-7 (U1, L3)-importance of exercise; 8-9 (U1, L4)-personal safety; 18-19 (U1, L9)-dental health; 22-23 (U2, L10)-healthy food choices; 24-25 (U2, L11)-healthy food; 26-27 (U2, L12)-eating nutritiously; 30-31 (U2, L14)-follow dietary guidelines; 32-33 (U2, L15)-importance of water, healthy snacks, exercise; 58-59 (U5, L25)-importance of staying drug free; 70-71 (U6, L30)-avoid potentially violent situations; Worksheets: Form 1.2 (importance of physical activity); Form 1.4 (personal safety); Form 1.6 (problem solving); Newsletters: Form 1.14 (safety, injury prevention, personal health, and physical activity); Form 2.2 (nutrition education); Form 4.4 (mental, emotional, family, and social health); Form 6.3 (community, consumer, and environmental health).	I
		HE.B.1.2.5	knows strategies for avoiding threatening or abusive situations.	10-11 (U1, L5)-dealing with bullies, conflict resolution; 54-55 (U4, L24)-decision-making skills, refusal skills; 70-71 (U6, L30)-avoid potentially violent situations; Worksheets: Form 3.3 (decision-making skills); Form 4.3 (decision-making skills).	I
		HE.B.1.2.6	knows and practices basic techniques for medical emergencies.	14-15 (U1, L7)-first aid, emergencies; 13 (U1, L6)-emergency; Newsletters: Form 1.14 (safety, injury prevention, personal health, and physical activity).	I
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.2.1	knows how the media influence thoughts and feelings about health behavior.	24-25 (U2, L11)-media influences; 66-67 (U5, L29)-media influences; 70-71 (U6, L30)-media influences; 64-65 (U5, L28)-advertisements; Newsletters: Form 6.3 (community, consumer, and environmental health).	I
		HE.B.2.2.2	understands how information from school and family influences personal health behaviors.	Modeled throughout; focus: 16-17 (U1, L8)-PE teacher emphasizes importance of physical fitness and good sportsmanship; 26-27 (U2, L12)-eating nutritiously at home; 48-49 (U4, L21)-family rules.	I
		HE.B.2.2.3	knows the ways in which technology can influence personal health.	72-73 (U6, L31)-ways technology influences health; Worksheets: Form 6.1 (technology research project).	I
		HE.B.2.2.4	understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).	Entire story line shows cultural diversity (ethnicities of characters); multicultural (peach-colored) sidebars on pp. 19, 25, 27, 29, 39, 55, 73; 4-5 (U1, L2)-accepting others' differences; 28-29 (U2, L13)-difference cultures eat different kinds of foods; 3 (U1, L1)-individuality (blue sidebar).	I
	3		The student knows how to use effective interpersonal communication skills that enhance health.		
3		HE.B.3.2.1	understands the relationship between verbal and nonverbal communication (e.g., body language).	46-47 (U4, L20)-communication skills, conflict resolution; 54-55 (U4, L24)-nonverbal communication shown in illustration; Newsletters: Form 4.4 (mental, emotional, family, and social health).	M
		HE.B.3.2.2	knows the skills needed to be responsible friend and family member (e.g., communication and sharing).	Modeled throughout; focus: 4-5 (U1, L2)-accepting others' differences; 16-17 (U1, L8)-being a good sport; 46-47 (U4, L20)-communication skills, conflict resolution; 50-51 (U4, L22)-being a good friend; 2 (U1, L1)-friendship (blue sidebar); 64-65 (U5, L28)-talking to friends and caring about their feelings; Newsletters: Form 4.4 (mental, emotional, family, and social health).	I

3		HE.B.3.2.3	knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).	10-11 (U1, L5)-dealing with bullies, conflict resolution; 46-47 (U4, L20)-communication skills, conflict resolution; Newsletters: Form 4.4 (mental, emotional, family, and social health).	I
		HE.B.3.2.4	knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).	Modeled throughout; focus: 4-5 (U1, L2)-accepting others' differences; 10-11 (U1, L5)-learn not to prejudge people; 16-17 (U1, L8)-being a good sport; 46-47 (U4, L20)-respecting others; 50-51 (U4, L22)-being a good friend; 54-55 (U4, L24)-respecting others; 64-65 (U5, L28)-talking to friends and caring about their feelings; Newsletters: Form 4.4 (mental, emotional, family, and social health).	I
		HE.B.3.2.5	exhibits attentive listening skills to enhance interpersonal communication.	50-51 (U4, L22)-being a good listener; 64-65 (U5, L28)-listening to and caring about friends' feelings; Newsletters: Form 4.4 (mental, emotional, family, and social health).	M
		HE.B.3.2.6	knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).	54-55 (U4, L24)-decision-making skills, refusal skills; 58-59 (U5, L25)-say no to drugs; Worksheets: Form 3.3 (decision-making skills); Form 4.3 (decision-making skills).	I
		HE.B.3.2.7	knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passively vs. action).	10-11 (U1, L5)-dealing with bullies, conflict resolution; 16-17 (U1, L8)-being a good sport; 46-47 (U4, L20)-conflict resolution; Newsletters: Form 4.4 (mental, emotional, family, and social health).	I
		HE.B.3.2.8	knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).	Newsletters: Form 4.4 (mental, emotional, family, and social health).	M
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills which enhance health.		
		HE.C.1.2.1	knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products).	22-23 (U2, L10)-healthy food choices; 26-27 (U2, L12)-eating nutritiously; 54-55 (U4, L24)-decision-making skills; 58-59 (U5, L25)-saying no to drugs; 66-67 (U5, L29)-asking questions to be a smart consumer; Worksheets: Form 1.6 (problem solving); Form 3.3 (decision-making skills); Form 4.3 (decision-making skills).	I
		HE.C.1.2.2	knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).	12-13 (U1, L6)-teacher as source of valid health information; 44 (U3, L19)-talk to parents about growing up; 74-75 (U6, L32)-resources for health information; 58-59 (U5, L25)-telling a trusted adult if someone offers you drugs.	I
		HE.C.1.2.3	knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).	32-33 (U2, L15)-benefits of water, healthy snacks, exercise; Worksheets: Form 2.1 (exercise research project); Form 6.1 (technology research project); 18-19 (U1, L9)-positive effects of maintaining dental health; 44 (U3, L19)-exercising and being healthy will make you grow.	I
		HE.C.1.2.4	knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).		

3		2	The student knows how to advocate for personal, family, and community health.	Story line models throughout entire text.	M
		HE.C.2.2.1	knows various methods for communicating health information and ideas (e.g., through oral or written reports).	Modeled throughout; focus: 22-23 (U2, L10)-talk to your family about healthy food choices; 74-75 (U6, L32)-communicating about health information through writing a report; 60 (U5, L26)-illustration shows students posting reasons that drugs and alcohol are harmful; 63 (U5, L27)-illustration shows students making a poster about good vs. bad choices; Newsletters: Form 6.3 (community, consumer, and environmental health).	I
		HE.C.2.2.2	knows ways to effectively express feelings and opinions on health issues.	60 (U5, L26)-illustration shows students posting reasons that drugs and alcohol are harmful; 63 (U5, L27)-illustration shows students making a poster about good vs. bad choices; Newsletters: Form 4.4 (mental, emotional, family, and social health); Form 6.3 (community, consumer, and environmental health).	M
		HE.C.2.2.3	knows the community agencies that advocates healthy individuals, families, and communities (e.g., health department and volunteer agencies).	Story line models throughout entire text.	M
		HE.C.2.2.4	knows how to positively influence others to make positive choices.	78-79 (U6, L34)-lead by example (recycle, conserve energy, don't pollute); 80-81 (U6, L35)-clean up your community.	I
		HE.C.2.2.5	knows various ways individuals and groups can work together.	Modeled throughout; focus: 76-77 (U6, L33)-people can work together by recycling and not polluting; 78-79 (U6, L34)-preserve the environment by not polluting, conserving energy, recycling; 80-81 (U6, L35)-community clean-up day, pick up litter.	I
		HE.C.2.2.6	knows how to enlist family, school, and community helpers to aid in achieving health goals.	Modeled throughout; focus: 76-77 (U6, L33)-people can work together by recycling and not polluting; 78-79 (U6, L34)-preserve the environment by not polluting, conserving energy, recycling; 80-81 (U6, L35)-community clean-up day, pick up litter.	I

**CORRELATION
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SUNSHINE STATE STANDARDS**

SUBJECT: Health Education

COURSE NUMBER: Elementary Health

SUBMISSION TITLE: World of Wellness Health Education Series

PUBLISHER: Human Kinetics, Inc

COURSE CODE NUMBER: 5008000

GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
4	A					
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.2.1		understands the functions of human body systems.	42-44 (U3, L19)-body systems; 58-59 (U5, L25)-harmfulness of drugs and alcohol on body systems; OL: ext. of U3, L19, forms 4.14-4.16 (body systems); Newsletters: Form 3.1 (body systems, diseases, growth and development)	I
		HE.A.1.2.2		knows how personal health behaviors influence individual well-being.	Modeled thruout; focus: 4-5 (U1, L2)-grooming; 6-7 (U1, L3)-dental; 8-9 (U1, L4)-safety; 10-11 (U1, L5)-respect; conflict resolution; 12-17 (U1, L6-8)-exercise; 22-27 (U2, L10-12)-nutrition; 30-31 (U2, L14)-snacks; 46-47 (U4, L20)-family chgs; 48-49 (U4, L21)-feelings; 50-51 (U4, L22)-decision-making, safe v unsafe behaviors; 52-54 (U4, L23)-conflict resolution; 55-56 (U4, L24)-refusal skills; 58-61 (U5, L25-26)-drugs & alcohol; 64-65 (U5, L28)-inhalants; 68-69 (U5, L30)-consequences, refusal skills; 74-75 (U6, L32)-helping others; 78-79 (U6, L34)-environment; Forms: 1.2 (safety); 1.4 (safety); 2.1 (nutrients); 2.3 (health behaviors); 2.4 (food guide pyramid); 2.5-2.15 (food labels); Form 5.1 (alcohol); On-Line (OL): ext. of U1, L2, form 4.1 (hygiene); ext. of U1, L8-9, forms 4.2, 4.3a-b (safety); ext. of U2, L12, form 4.5 (dietary guidelines); ext. of U3, L18 (acceptance); Newsletters: 1.6 (safety, health, exercise); 2.19 (nutrition); 4.2 (mental, emotional, social health); 5.2 (alcohol & drugs); 6.5 (community, consumer, environment)	I

4		HE.A.1.2.3	knows the indicators of physical, mental, emotional, and social health during childhood.	4-5 (U1, L2)-grooming; 6-7 (U1, L3)-dental health; 10-11 (U1, L5)-respect others, conflict resolution); 12-17 (U1, L6-8)-importance of exercise; 22-27 (U2, L10-12)-good nutrition habits; 30-31 (U2, L14)-healthy snacks; 34-35 (U3, L15)-chronic vs. communicable diseases; 48-49 (U4, L21)-feelings; 50-51 (U4, L22)-decision-making skills, safe vs. unsafe behaviors; 52-54 (U4, L23)-conflict resolution, family meetings; 55-56 (U4, L24)-refusal skills; 74-75 (U6, L32)-helping others, volunteering; Worksheets (forms): 1.4 (safety rules); 2.1 (nutrients); 2.3 (health behaviors); 2.4 (food guide pyramid); 2.5-2.15 (food labels); OL: ext. of U1, L2, form 4.1 (personal hygiene plan); ext. of U2, L12, form 4.5 (dietary guidelines); ext. of U3, L18 (acceptance of self and others); Newsletters (forms): 1.6 (safety, health, exercise); 2.19 (nutrition); 4.2 (mental, emotional, family, social health); 5.2 (refusal skills); Form 6.5 (community, consumer, environmental health)	
		HE.A.1.2.4	understands how the family influences personal health.	Modeled throughout; focus: 4-5 (U1, L2)-mother makes sure you look nice before leaving the house; 52-54 (U4, L23)-family meetings; Newsletters: Form 4.2 (mental, emotional, family, and social health)	
		HE.A.1.2.5	knows the ways in which the environment impacts health.	8-9 (U1, L4)-weather safety; 78-79 (U6, L34)-taking care of the environment, pollution; 80-81 (U6, L35)-taking care of the environment, recycling; Worksheets: Form 1.2 (weather safety); Newsletters: Form 6.5 (community, consumer, and environmental health)	
		HE.A.1.2.6	knows the most common health problems of children.	6-7 (U1, L3)-dental health; 34-35 (U3, L15)-chronic vs. communicable diseases; 36-37 (U3, L16)-asthma; 38-39 (U3, L17)-illness, diseases; OL: ext. of U3, L15-17, form 4.10a-c (common health problems)	
		HE.A.1.2.7	knows why health problems should be detected and treated early.	34-35 (U3, L15)-chronic vs. communicable diseases; 38-39 (U3, L17)-illness, diseases; OL: ext. of U3, L15-17, form 4.10a-c (common health problems); Newsletters: Form 3.1 (body systems, diseases, growth and development)	
		HE.A.1.2.8	knows how childhood injuries and illnesses can be prevented and treated.	18-19 (U1, L9)-safety, first aid; 38-39 (U3, L17)-illness, diseases; 50-51 (U4, L22)-decision-making skills, know the difference between safe and unsafe behaviors; OL: ext. of U1, L8-9, forms 4.2, 4.3a-b (safety, avoiding risky situations); ext. of U3, L15-17, form 4.10a-c (common health problems); Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity)	
		HE.A.1.2.9	knows why illegal drugs should not be used and the consequences of their use.	58-59 (U5, L25)-harmfulness of drugs and alcohol; 60-61 (U5, L26)-harmfulness of drugs and alcohol; 62-63 (U5, L27)-drug addiction and treatment; 64-65 (U5, L28)-harmfulness of inhalants; 68-69 (U5, L30)-consequences of making a bad decision, refusal skills; Worksheets: Form 5.1 (harmfulness of alcohol); OL: ext. of U4, L22-24 and U5, form 4.19 (risky behaviors and consequences); ext. of U5, L25-28, form 4.21 (drug abuse prevention); ext. of U5, L25-28, forms 4.22-4.23 (harmfulness of drugs and alcohol); Newsletters: Form 5.2 (alcohol, tobacco, and other drugs)	
		HE.A.1.2.10	knows the nutritional values of different foods.	16-17 (U1, L8)-healthy snacks (sidebar); 22-23 (U2, L10)-good nutrition; 24-25 (U2, L11)-healthy eating habits; 26-27 (U2, L12)-reading food labels; 30-31 (U2, L14)-healthy snacks; Worksheets: Form 2.1 (nutrients); Form 2.4 (food guide pyramid); Form 2.5 (food labels); Forms 2.6-2.15 (food labels); OL: ext. of U2, L12, form 4.5 (dietary guidelines); Newsletters: Form 2.19 (nutrition education)	

4		2	The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.2.1	knows the characteristics of valid health information, products, and services.	72-73 (U6, L31)-health professionals as valid sources of information	I
		HE.A.2.2.2	knows how to locate resources from home, school, and community that provide valid health information.	6-7 (U1, L3)-dentist as resource for valid health information; 12-13 (U1, L6)-PE teacher as source of valid health information; 38-39 (U3, L17)-doctor as resource for valid health information; 72-73 (U6, L31)-health professionals as valid sources of information; Worksheets: Form 6.1 (health and community helpers); Form 6.2 (health helpers); Form 6.3 (health helpers)	I
		HE.A.2.2.3	knows how the media influence the selection of health information, products, and services.	28-29 (U2, L13)-media influences food choices; 66-67 (U5, L29)-media influences behaviors; 76-77 (U6, L33)-advertising strategies, media literacy; OL: ext. of U2, L13 and U6, L33, form 4.6 (media influences of health); ext. of U4, L23, form 4.20 (media influence on family relationships); Newsletters: Form 6.5 (community, consumer, and environmental health)	I
		HE.A.2.2.4	knows criteria for selecting health resources, products, and services.	72-73 (U6, L31)-health professionals as valid sources of information	M
		HE.A.2.2.5	knows of the availability of stress-management resources in the home, school, and community and has access to them.	12-13 (U1, L6)-stress management is a part of fitness; 14-15 (U1, L7)-being active helps manage stress; 31 (U2, L14)-being active helps manage stress (sidebar);48-49 (U4, L21)-dealing with stress (sidebar); OL: ext. of U4, L20-21, form 4.18 (stress management)	I
	B		Responsible Health Behavior		
		1	The student knows health-enhancing behaviors and how to reduce health risks.		I
		HE.B.1.2.1	knows the importance of assuming responsibility for personal health habits.	Modeled thruout; focus: 4-5 (U1, L2)-grooming; 6-7 (U1, L3)-dental; 8-9 (U1, L4)-safety; 10-11 (U1, L5)-respect; conflict resolution; 12-17 (U1, L6-8)-exercise; 18-19 (U1, L9)-safety, first aid; 22-27 (U2, L10-12)-nutrition; 30-31 (U2, L14)-snacks; 38-39 (U3, L17)-illness, diseases; 46-47 (U4, L20)-family chgs; 48-49 (U4, L21)-feelings; 50-51 (U4, L22)-decision-making, safe v unsafe behaviors; 52-54 (U4, L23)-conflict resolution, family meetings; 55-56 (U4, L24)-refusal skills; 68-69 (U5, L30)-consequences, refusal skills; 78-79 (U6, L34)-environment; 80-81 (U6, L35)-environment; Worksheets (forms): 1.2 (safety); 1.4 (safety); 2.1 (nutrients); 2.3 (health behaviors); 2.4 (food guide pyramid); 2.5-2.15 (food labels); OL: ext. of U1, L2, form 4.1 (hygiene); ext. of U1, L8-9, forms 4.2, 4.3a-b (safety); ext. of U2, L12, form 4.5 (dietary guidelines); ext. of U4, L22-24 and U5, form 4.19 (risky behaviors, consequences); Newsletters (forms): 5.2 (refusal skills); 6.5 (community, consumer, environmental health)	I

4		HE.B.1.2.2	compares behaviors that are safe to those that are risky or harmful.	8-9 (U1, L4)-safety; 10-11 (U1, L5)-avoid situations; 18-19 (U1, L9)-safety, first aid; 48-49 (U4, L21)-dealing w/feelings; 50-51 (U4, L22)-decision-making skills, know difference between safe & unsafe behaviors; 58-59 (U5, L25)-harmfulness of drugs and alcohol; 60-61 (U5, L26)-harmfulness of drugs & alcohol; 64-65 (U5, L28)-harmfulness of inhalants; Worksheets: Form 1.2 (weather safety); Form 5.1 (harmfulness of alcohol); OL: ext. of U1, L8-9, forms 4.2, 4.3a-b (safety, avoiding risky situations); ext. of U4, L22-24 and U5, form 4.19 (risky behaviors and consequences); Newsletters: Form 5.2 (alcohol, tobacco, and other drugs)	
		HE.B.1.2.3	knows and uses stress-management skills.	12-13 (U1, L6)-stress management is a part of fitness; 14-15 (U1, L7)-being active helps manage stress; 31 (U2, L14)-being active helps manage stress (sidebar); 48-49 (U4, L21)-dealing with stress (sidebar); OL: ext. of U4, L20-21, form 4.18 (stress management)	
		HE.B.1.2.4	uses strategies for improving or maintaining personal health.	Modeled thruout; focus: 4-5 (U1, L2)-grooming; 6-7 (U1, L3)-dental health; 12-17 (U1, L6-8)-importance of exercise; 22-27 (U2, L10-12)-good nutrition; 30-31 (U2, L14)-healthy snacks; 38-39 (U3, L17)-illness, diseases; 46-47 (U4, L20)-changes in the family; 48-49 (U4, L21)-feelings; 50-51 (U4, L22)-decision-making skills, safe vs. unsafe behaviors; 52-54 (U4, L23)-conflict resolution, family meetings; 55-56 (U4, L24)-refusal skills; Worksheets (forms): 1.4 (safety rules); 2.1 (nutrients); 2.3 (health behaviors); 2.4 (food guide pyramid); 2.5-2.15 (food labels); OL: ext. of U1, L2, form 4.1 (personal hygiene plan); ext. of U2, L12, form 4.5 (dietary guidelines); ext. of U2, L14, forms 4.7-4.9 (personal fitness and eating logs); ext. of U3, L18 (acceptance of self and others); Newsletters (forms): 1.6 (safety, health, exercise); 2.19 (nutrition); 4.2 (mental, emotional, family, social health); 5.2 (refusal skills); 6.5 (community, consumer, environmental health)	
		HE.B.1.2.5	knows strategies for avoiding threatening or abusive situations.	10-11 (U1, L5)-avoid potentially violent situations; 52-54 (U4, L23)-conflict resolution; 55-56 (U4, L24)-refusal skills; OL: ext. of U1, L8-9, forms 4.2, 4.3a-b (safety, avoiding risky situations); Newsletters: Form 5.2 (refusal skills)	
		HE.B.1.2.6	knows and practices basic techniques for medical emergencies.	18-19 (U1, L9)-safety, first aid; Newsletters: Form 1.6 (safety, injury prevention, personal health, and physical activity)	
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.2.1	knows how the media influence thoughts and feelings about health behavior.	28-29 (U2, L13)-media influences food choices; 66-67 (U5, L29)-media influences behaviors; 76-77 (U6, L33)-advertising strategies, media literacy; OL: ext. of U2, L13 and U6, L33, form 4.6 (media influences of health); ext. of U4, L23, form 4.20 (media influence on family relationships); Newsletters: Form 6.5 (community, consumer, and environmental health)	
		HE.B.2.2.2	understands how information from school and family influences personal health behaviors.	Modeled throughout; focus: 48-49 (U4, L21)-teachers can help you deal with feelings positively; 52-54 (U4, L23)-family meetings; Newsletters: Form 4.2 (mental, emotional, family, and social health)	
		HE.B.2.2.3	knows the ways in which technology can influence personal health.	Worksheets: Form 6.4 (technology); OL: ext. of U1, L9, form 4.4 (using technology to explore risks in not using safety equipment)	

4		HE.B.2.2.4	understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).	Entire story line shows cultural diversity (ethnicities of characters); multicultural (peach-colored) sidebars on pp.3, 5, 7, 23, 25, 27, 29, 31, 35, 37, 39, 47, 49, 53, and 56; 3 (U1, L1)-individuality, uniqueness (blue sidebar); 22-23 (U2, L10)-different cultures eat different foods	
	3		The student knows how to use effective interpersonal communication skills that enhance health.		
		HE.B.3.2.1	understands the relationship between verbal and nonverbal communication (e.g., body language).	Art/story model thruout; focus: 48-49 (U4, L21)-dealing with feelings positively; 52-54 (U4, L23)-conflict resolution, communication, listening skills; 55-56 (U4, L24)-refusal skills; Worksheets: Form 4.1 (body language); OL: ext. of U4, form 4.17 (communication, friendship, conflict resolution); Newsletters: Form 4.2 (mental, emotional, family, and social health); Form 5.2 (refusal skills)	
		HE.B.3.2.2	knows the skills needed to be responsible friend and family member (e.g., communication and sharing).	Modeled thruout; focus: 5 (U1, L2)-friendship (blue sidebar); 10-11 (U1, L5)-respect, accepting others, conflict resolution); 18-19 (U1, L9)-being a good sport; 34-35 (U3, L15)-talking about your feelings/problems with a friend; 36-37 (U3, L16)-showing consideration for others with health problems; 46-47 (U4, L20)-help others deal with changes in the family; 48-49 (U4, L21)-help others deal with feelings positively; 50-51 (U4, L22)-decision-making skills, know the difference between safe and unsafe behaviors; 52-54 (U4, L23)-conflict resolution, listening skills, family meetings; 74-75 (U6, L32)-helping others, volunteering in the community; OL: ext. of U3, L18 (acceptance of self and others); ext. of U4, form 4.17 (communication, friendship, conflict resolution); Newsletters: Form 4.2 (mental, emotional, family, and social health)	
		HE.B.3.2.3	knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).	10-11 (U1, L5)-conflict resolution; 18-19 (U1, L9)-being a good sport; 52-54 (U4, L23)-conflict resolution; OL: ext. of U4, form 4.17 (communication, friendship, conflict resolution); Newsletters: Form 4.2 (mental, emotional, family, and social health)	
		HE.B.3.2.4	knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).	Modeled thruout; focus: 10-11 (U1, L5)-respect, accepting others, conflict resolution); 18-19 (U1, L9)-being good sport; 34-35 (U3, L15)-listening when friend talks about problems; 36-37 (U3, L16)-showing consideration for others w/health problems; 46-47 (U4, L20)-help others deal w/chgs in family; 48-49 (U4, L21)-help others deal with feelings positively; 50-51 (U4, L22)-decision-making skills, difference between safe/unsafe behaviors; 52-54 (U4, L23)-conflict resolution, listening skills, family meetings; 74-75 (U6, L32)-helping others, volunteering in the community; OL: ext. of U3, L18 (acceptance of self and others); ext. of U4, form 4.17 (communication, friendship, conflict resolution); Newsletters: Form 4.2 (mental, emotional, family, and social health)	
		HE.B.3.2.5	exhibits attentive listening skills to enhance interpersonal communication.	Modeled thruout; focus: 34-35 (U3, L15)-listening when a friend need sto talk about feelings/problems; 46-47 (U4, L20)-help others deal with changes in the family; 48-49 (U4, L21)-help others deal with feelings positively; 52-54 (U4, L23)-conflict resolution, listening skills; OL: ext. of U4, form 4.17 (communication, friendship, conflict resolution); 72-73 (U6, L31)-listening skills; Newsletters: Form 4.2 (listening skills)	

4		HE.B.3.2.6	knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).	10-11 (U1, L5)-conflict resolution, avoiding potentially violent situations); 50-51 (U4, L22) decision-making skills, know the difference between safe and unsafe behaviors; 55-56 (U4, L24)-refusal skills; 58-59 (U5, L25)-how to stay drug free (sidebar); 68-69 (U5, L30)-consequences of making a bad decision, refusal skills; OL: ext. of U4, L22-24 and U5, form 4.19 (risky behaviors and consequences); ext. of U5, L25-28, form 4.21 (drug abuse prevention); forms 4.22-4.23 (harmfulness of drugs and alcohol); Newsletters: Form 5.2 (refusal skills)	I
		HE.B.3.2.7	knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passively vs. action).	10-11 (U1, L5)-conflict resolution; 52-54 (U4, L23)-conflict resolution; OL: ext. of U4, form 4.17 (communication, friendship, conflict resolution); Newsletters: Form 4.2 (mental, emotional, family, and social health)	I
		HE.B.3.2.8	knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).	46-47 (U4, L20)-help others deal with changes in the family; 48-49 (U4, L21)-dealing with feelings positively; Newsletters: Form 4.2 (mental, emotional, family, and social health)	I
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills which enhance health.		
		HE.C.1.2.1	knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products).	50-51 (U4, L22)-decision-making skills, know the difference between safe and unsafe behaviors; 68-69 (U5, L30)-consequences of making a bad decision, refusal skills; OL: ext. of U5, L25-28, form 4.21 (drug abuse prevention); Newsletters: Form 4.2 (decision-making skills)	I
		HE.C.1.2.2	knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).	6-7 (U1, L3)-dentist as source of information; 34 (U3, L15)-talking to parents about whether or not to take medication; 38-39 (U3, L17)-talk to a doctor when you're sick; 40-41 (U3, L18)-talk to family about the life cycle, growing up; 46-47 (U4, L20)-talk to a teacher, friend, or counselor if you need help dealing with changes in the family; 48-49 (U4, L21)-teachers and friends can help you deal with feelings positively; 72-73 (U6, L31)-health professionals as valid sources of information; Worksheets: Form 6.1 (health and community helpers); Form 6.2 (health helpers); Form 6.3 (health helpers); Newsletters: Form 4.2 (mental, emotional, family, and social health)	I
		HE.C.1.2.3	knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).	4 (U1, L3)-illustration shows character imagining outcome of eating healthy food and brushing teeth; 41 (U3, L18)-how to live a long and healthy life (sidebar); OL: ext. of U2, L14, forms 4.7-4.9 (personal fitness and eating logs); ext. of U4, L20-21, form 4.18 (stress management action plan)	I
		HE.C.1.2.4	knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).	OL: ext. of U1, L2, form 4.1 (personal hygiene plan); ext. of U2, L14, forms 4.7-4.9 (personal fitness and eating logs); ext. of U4, L20-21, form 4.18 (stress management action plan)	I
		2	The student knows how to advocate for personal, family, and community health.		

4		HE.C.2.2.1	knows various methods for communicating health information and ideas (e.g., through oral or written reports).	Modeled thruout; focus: 78-79 (U6, L34)-talk to others about taking care of the environment, pollution; 80-81 (U6, L35)-taking care of the environment, recycling; OL: ext. of U3, L19, forms 4.14-4.16 (communicating and advocating for health concepts); OL: ext. of U1, L9, form 4.4 (ways to share information with others); Newsletters: Form 6.5 (community, consumer, and environmental health)	I
		HE.C.2.2.2	knows ways to effectively express feelings and opinions on health issues.	Modeled thruout story line. OL (on-line): ext. of U3, L19, forms 4.14-4.16 (communicating and advocating for health concepts); Newsletters: Form 6.5 (community, consumer, and environmental health)	I
		HE.C.2.2.3	knows the community agencies that advocate for healthy individuals, families, and communities (e.g., health department and volunteer agencies).	72-73 (U6, L31)-health professionals as valid sources of information; 74-75 (U6, L32)-helping others, volunteering in the community	I
		HE.C.2.2.4	knows how to positively influence others to make positive choices.	Modeled throughout; focus: 50-51 (U4, L22)-know the difference between safe and unsafe behaviors and help others to know it too; 68-69 (U5, L30)-set a good example, be a good role model; 74-75 (U6, L32)-helping others, volunteering in the community; 78-79 (U6, L34)-taking care of the environment, pollution; 80-81 (U6, L35)-taking care of the environment, recycling	I
		HE.C.2.2.5	knows various ways individuals and groups can work together.	Modeled throughout; focus: 74-75 (U6, L32)-helping others, volunteering in the community; 78-79 (U6, L34)-taking care of the environment, pollution; 80-81 (U6, L35)-taking care of the environment, recycling; Newsletters: Form 6.5 (community, consumer, and environmental health)	I
		HE.C.2.2.6	knows how to enlist family, school, and community helpers to aid in achieving health goals.	Modeled throughout; focus: 74-75 (U6, L32)-helping others, volunteering in the community; 78-79 (U6, L34)-taking care of the environment, pollution; 80-81 (U6, L35)-taking care of the environment, recycling; Newsletters: Form 6.5 (community, consumer, and environmental health)	I

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS**

SUBJECT: Health Education

COURSE NUMBER: Elementary Health

SUBMISSION TITLE: World of Wellness Health Education Series

PUBLISHER: Human Kinetics, Inc

COURSE CODE NUMBER: 5008000

GRADE	STRAND	STANDARD	BENCHMARK	STRAND/STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
5						
	A					
		1		The student comprehends concepts related to health promotion and disease prevention.		
		HE.A.1.2.1		understands the functions of human body systems.	32-33 (U3, L14)-body systems; 36-37 (U3, L16)-immune system; Worksheets: Form 3.1 (body systems); Form 3.3 (body systems); Newsletters: Form 3.7 (body systems and disease prevention)	1
		HE.A.1.2.2		knows how personal health behaviors influence individual well-being.	Story line models thruout; focus: 2-3 (U1, L1)-hygiene, consumer; 6-7 (U1, L3)-situations; 8-9 (U1, L4)-safety; 12-15 (U1, L6-7)-physical fitness; 18-19 (U2, L8)-snacks; 22-23 (U2, L10)-nutrition & physical act; 24-25 (U2, L11)-nutrition; 28-29 (U2, L13)-food labels; 34-35 (U3, L15)-prevent illness/promote health; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stress mgmt; 48-49 (U4, L21)-decision-making; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-refusal skills, peer pressure; 56-57 (U5, L24)-refusal skills; Worksheets (forms): 1.2 (personal hygiene); 1.4 (situations); 1.5 (safety); 1.7-1.8 (personal fitness log); 2.1 (food guide pyramid, serving sizes); 2.2 (healthy foods); 2.3 (nutrients); 2.4 (physical activity log); 2.5 (food log); 2.7-2.8 (food labels); 3.4 (lifestyle choices); Newsletters (forms): 1.9 (safety, physical activity, injury prevention); 2.10 (nutrition); 4.6 (mental, emotional, family, social health); 5.5 (refusal skills)	1

5		HE.A.1.2.3	knows the indicators of physical, mental, emotional, and social health during childhood.	2-3 (U1, L1)-personal hygiene, smart consumer; 12-13 (U1, L6)-physical fitness; 14-15 (U1, L7)-importance phys. fitness; 18-19 (U2, L8)-snacks; 22-23 (U2, L10)-good nutrition/physical activities; 24-25 (U2, L11)-nutrition; 28-29 (U2, L13)-study food labels; 34-35 (U3, L15)-choices to prevent illness/promote health; 40-41 (U4, L17)-family relationships; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stress mgmt; 48-49 (U4, L21)-decision-making; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-refusal skills, peer pressure; 56-57 (U5, L24)-refusal skills; 76-77 (U6, L33)-environment; Worksheets (forms): 1.2 (hygiene); 1.4 (situations); 1.7-1.8 (personal fitness log); 2.1 (food guide pyramid, serving sizes); 2.2 (choosing foods); 2.3 (nutrients); 2.4 (physical activity log); 2.5 (food log); 2.7-2.8 (food labels); 3.4 (lifestyle choices); 6.2 (environmental); Newsletters (forms): 1.9 (safety, physical activity, injury prevention); 2.10 (nutrition); 4.6 (mental, emotional, family, social health); 5.5 (refusal skills)
		HE.A.1.2.4	understands how the family influences personal health.	Modeled thruout; focus: 2-3 (U1, L1)-families are unique, families teach responsibility; 4-5 (U1, L2)-family requires responsibility; 34-35 (U3, L15)-families can exercise together; 40-41 (U4, L17)-family relationships, family meetings; 42-43 (U4, L18)-coping with family changes; Newsletters: Form 4.6 (mental, emotional, family, and social health)
		HE.A.1.2.5	knows the ways in which the environment impacts health.	8-9 (U1, L4)-weather safety; 74-75 (U6, L32)-taking care of the environment, recycling, reducing pollution; 76-77 (U6, L33)-advocating for the environment; Worksheets: Form 1.5 (weather safety); Form 6.2 (environmental health); Newsletters: Form 6.3 (environmental health)
		HE.A.1.2.6	knows the most common health problems of children.	22-23 (U2, L10)-kids should be more active and spend less time on TV and video games; 36-37 (U3, L16)-chronic vs. communicable diseases, germs; 46-47 (U4, L20)-stress management; Worksheets: Form 3.5 (communicable diseases); Newsletters: Form 3.7 (body systems and disease prevention)
		HE.A.1.2.7	knows why health problems should be detected and treated early.	36-37 (U3, L16)-illness, chronic vs. communicable diseases, germs; Worksheets: Form 3.5 (communicable diseases); Newsletters: Form 3.7 (body systems and disease prevention)
5		HE.A.1.2.8	knows how childhood injuries and illnesses can be prevented and treated.	6-7 (U1, L3)-violent situations; 10-11 (U1, L5)-emergencies, first aid; 34-35 (U3, L15)-making healthy choices to prevent illness and promote health; 36-37 (U3, L16)-illness, chronic vs. communicable diseases, germs; Worksheets: Form 1.4 (potentially dangerous situations); Form 3.4 (lifestyle choices); Form 3.5 (communicable diseases); Newsletters: Form 1.9 (safety, physical activity, injury prevention); Form 3.7 (body systems, disease prevention)
		HE.A.1.2.9	knows why illegal drugs should not be used and the consequences of their use.	34-35 (U3, L15)-making healthy choices to prevent illness and promote health (stay away from drugs and alcohol); 56-57 (U5, L24)-harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using alcohol and drugs; 64-65 (U5, L28)-drugs can interfere with your life goals; Worksheets: Form 3.4 (lifestyle choices); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.3 (effects of drugs and alcohol on friends and family); Newsletters: Form 5.5 (alcohol, tobacco, and other drugs, refusal skills)

		HE.A.1.2.10	knows the nutritional values of different foods.	18-19 (U2, L8)-choosing healthy snacks; 20-21 (U2, L9)-nutrients; 24-25 (U2, L11)-good nutrition; 28-29 (U2, L13)-study food labels; Worksheets: Form 2.1 (food guide pyramid and serving sizes); Form 2.2 (choosing healthy foods); Form 2.3 (nutrients); Form 2.5 (food log); Forms 2.7-2.8 (food labels); Newsletters: Form 2.10 (nutrition)	
	2		The student knows how to access valid health information and health-promoting products and services.		
		HE.A.2.2.1	knows the characteristics of valid health information, products, and services.	70-71 (U6, L30)-media literacy; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (advertising); Form 6.1 (advertising strategies); Newsletters: Form 6.3 (consumer health)	
		HE.A.2.2.2	knows how to locate resources from home, school, and community that provide valid health information.	66-67 (U5, L29)-school and community resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies	
		HE.A.2.2.3	knows how the media influence the selection of health information, products, and services.	2-3 (U1, L1)-being a smart consumer; 26-27 (U2, L12)-advertising techniques, being a smart consumer; 44-45 (U4, L19)-media influences family and social relationships; 54-55 (U5, L23)-media influences; 70-71 (U6, L30)-media literacy; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (advertising); Form 6.1 (advertising strategies); Newsletters: Form 1.9 (be a smart consumer); Form 6.3 (consumer health)	
		HE.A.2.2.4	knows criteria for selecting health resources, products, and services.	70-71 (U6, L30)-media literacy; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (advertising); Form 6.1 (advertising strategies)	
		HE.A.2.2.5	knows of the availability of stress-management resources in the home, school, and community and has access to them.	42-43 (U4, L18)-ways to deal with and reduce stress; 46-47 (U4, L20)-stress management; 64-65 (U5, L28)-stress management (sidebar); Worksheets: Form 4.2 (stress management); Newsletters: Form 4.6 (stress management)	
	B		Responsible Health Behavior		
	1		The student knows health-enhancing behaviors and how to reduce health risks.		
		HE.B.1.2.1	knows the importance of assuming responsibility for personal health habits.	Modeled thruout; focus: 2-3 (U1, L1)-hygiene; 6-7 (U1, L3)-violent situations; 8-9 (U1, L4)-family emergency plan; 12-15 (U1, L6-7)-physical fitness; 18-19 (U2, L8)-snacks; 22-23 (U2, L10)-nutrition, exercise; 24-25 (U2, L11)-nutrition; 28-29 (U2, L13)-food labels; 34-35 (U3, L15)-prevent illness, promote health; 36-37 (U3, L16)-prevent spread of germs; 46-47 (U4, L20)-stress mgmt; 48-49 (U4, L21)-decision-making; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-refusal skills, peer pressure; 56-57 (U5, L24)-refusal skills; 74-75 (U6, L32)-environment; Worksheets (forms): 1.2 (personal hygiene); 1.4 (dangerous situations); 1.7-1.8 (personal fitness log); 2.1 (food guide pyramid, serving sizes); 2.2 (healthy foods); 2.3 (nutrients); 2.4 (physical activity log); 2.5 (food log); 2.7-2.8 (food labels); 3.4 (lifestyle choices); 6.2 (environment); Newsletters (forms): 1.9 (safety, physical activity, injury prevention); 2.10 (nutrition); 4.6 (mental, emotional, family, social health); 5.5 (refusal skills)	

5		HE.B.1.2.2	compares behaviors that are safe to those that are risky or harmful.	Modeled thruout; focus: 6-7 (U1, L3)-violent situations; 8-9 (U1, L4)-weather safety; 34-35 (U3, L15)-making healthy choices to prevent illness and promote health; 54-55 (U5, L23)-dealing with peer pressure; 56-57 (U5, L24)-harmfulness of drugs and alcohol; 58-59 (U5, L25)-harmfulness of inhalants; 60-61 (U5, L26)-harmfulness of alcohol, tobacco, and other drugs; 62-63 (U5, L27)-consequences of using alcohol and drugs; Worksheets: Form 1.4 (potentially dangerous situations); Form 1.5 (weather safety); Form 3.4 (lifestyle choices); Form 5.1 (pledge to stay drug free); Form 5.2 (effects of drugs and alcohol); Form 5.3 (effects of drugs and alcohol on friends and family); Newsletters: Form 1.9 (safety, physical activity, injury prevention); Form 5.5 (alcohol, tobacco, and other drugs, refusal skills)	
5		HE.B.1.2.3	knows and uses stress-management skills.	42-43 (U4, L18)-ways to deal with and reduce stress; 46-47 (U4, L20)-stress management; 64-65 (U5, L28)-stress management (sidebar); Worksheets: Form 4.2 (stress management); Newsletters: Form 4.6 (stress management)	
		HE.B.1.2.4	uses strategies for improving or maintaining personal health.	Modeled thruout; focus: 2-3 (U1, L1)-hygiene, consumer; 8-9 (U1, L4)-safety, family emergency plan; 12-13 (U1, L6)-importance, phys fitness; 14-15 (U1, L7)-importance, phys fitness; 18-19 (U2, L8)-snacks; 22-23 (U2, L10)-nutrition, phys activity; 24-25 (U2, L11)-nutrition; 28-29 (U2, L13)-study food labels; 34-35 (U3, L15)-prevent illness, promote health; 36-37 (U3, L16)-germ spread; 44-45 (U4, L19)-choosing friends; 46-47 (U4, L20)-stress mgmt; 48-49 (U4, L21)-decision-making; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-refusal skills, peer pressure; 56-57 (U5, L24)-refusal skills; Worksheets (forms): 1.2 (personal hygiene); 1.5 (weather safety); 1.7-1.8 (personal fitness log); 2.1 (food guide pyramid, serving sizes); 2.2 (choosing foods); 2.3 (nutrients); 2.4 (physical activity log); 2.5 (food log); 2.7-2.8 (food labels); 3.4 (lifestyle choices); Newsletters (forms): 1.9 (safety, physical activity, injury prevention); 2.10 (nutrition); 4.6 (mental, emotional, family, social health); 5.5 (refusal skills)	
		HE.B.1.2.5	knows strategies for avoiding threatening or abusive situations.	4-5 (U1, L2)-conflict resolution, being kind to others; 6-7 (U1, L3)-avoiding and getting help in violent situations; 50-51 (U4, L22)-avoiding conflict; Worksheets: Form 1.3 (conflict resolution); Form 1.4 (potentially dangerous situations); Form 4.5 (conflict resolution)	
		HE.B.1.2.6	knows and practices basic techniques for medical emergencies.	6-7 (U1, L3)-what to do in an emergency; 8-9 (U1, L4)-family emergency plan; 10-11 (U1, L5)-emergencies, first aid	
	2		The student analyzes the influence of culture, media, technology, and other factors on health.		
		HE.B.2.2.1	knows how the media influence thoughts and feelings about health behavior.	2-3 (U1, L1)-being a smart consumer; 26-27 (U2, L12)-advertising techniques, being a smart consumer; 44-45 (U4, L19)-media influences family and social relationships; 54-55 (U5, L23)-media influences; 70-71 (U6, L30)-media literacy; 72-73 (U6, L31)-advertising strategies; Worksheets: Form 2.6 (advertising); Form 6.1 (advertising strategies); Newsletters: Form 1.9 (be a smart consumer); Form 6.3 (consumer health)	

5		HE.B.2.2.2	understands how information from school and family influences personal health behaviors.	Modeled thruout; focus: 12-13 (U1, L6)-PE teacher teaches importance of physical activity and fitness; 34-35 (U3, L15)-parents should encourage physical fitness and teach how to make healthy choices; 40-41 (U4, L17)-family relationships, family meetings; Newsletters: Form 4.6 (mental, emotional, family, and social health)	I
		HE.B.2.2.3	knows the ways in which technology can influence personal health.	22-23 (U2, L10)-kids should spend more time on physical activity and less time on TV and video games; 54-55 (U5, L23)-TV and video games can influence negative behavior (violence)	M
		HE.B.2.2.4	understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).	Entire story line models cultural diversity because the characters are culturall diverse. See also multicultural (peach-colored) sidebars on pp. 13, 15, 19, 21, 22, 23, 24, 27, 41, 57, 65, 73; 18-19 (U2, L8)-different cultures eat different foods; 20-21 (U2, L9)-cultural differences in food and hobbies	I
	3		The student knows how to use effective interpersonal communication skills that enhance health.		
		HE.B.3.2.1	understands the relationship between verbal and nonverbal communication (e.g., body language).	Modeled thruout; focus: 40-41 (U4, L17)-family relationships, family meetings; 50-51 (U4, L22)-communication, avoiding conflict; Newsletters: Form 4.6 (mental, emotional, family, and social health)	I
		HE.B.3.2.2	knows the skills needed to be responsible friend and family member (e.g., communication and sharing).	Modeled thruout; focus: 2-3 (U1, L1)-responsible family member; 4-5 (U1, L2)-being kind, don't prejudge; 40-41 (U4, L17)-family relationships, family meetings; 42-43 (U4, L18)-be considerate of others' feelings; 44-45 (U4, L19)-choosing good friends; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-being a good friend; Newsletters: Form 4.6 (mental, emotional, family, and social health)	I
		HE.B.3.2.3	knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).	4-5 (U1, L2)-conflict resolution; 40-41 (U4, L17)-family meetings, conflict resolution; 50-51 (U4, L22)-communication, avoiding conflict; Worksheets: Form 1.3 (conflict resolution); Form 4.5 (conflict resolution); Newsletters: Form 4.6 (mental, emotional, family, and social health)	I
		HE.B.3.2.4	knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).	Modeled thruout; focus: 4-5 (U1, L2)-being kind to others, don't prejudge; 40-41 (U4, L17)-family relationships, family meetings; 42-43 (U4, L18)-be considerate of others' feelings; 44-45 (U4, L19)-choosing good friends; 50-51 (U4, L22)-communication, avoiding conflict; 54-55 (U5, L23)-being a good friend; Newsletters: Form 4.6 (mental, emotional, family, and social health)	I
		HE.B.3.2.5	exhibits attentive listening skills to enhance interpersonal communication.	Modeled throughout; focus: 40-41 (U4, L17)-family relationships, be a good listener	M
		HE.B.3.2.6	knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).	6-7 (U1, L3)-avoiding and getting help in violent situations; 54-55 (U5, L23)-refusal skills, dealing with peer pressure; 56-57 (U5, L24)-refusal skills; Worksheets: Form 1.4 (potentially dangerous situations); Newsletters: Form 5.5 (refusal skills)	I
		HE.B.3.2.7	knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passively vs. action).	4-5 (U1, L2)-conflict resolution; 40-41 (U4, L17)-family meetings, conflict resolution; 50-51 (U4, L22)-communication, avoiding conflict; Worksheets: Form 1.3 (conflict resolution); Form 4.5 (conflict resolution); Newsletters: Form 4.6 (mental, emotional, family, and social health)	I

5		HE.B.3.2.8	knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).	42-43 (U4, L18)-coping with family changes; Worksheets: Form 4.1 (dealing with feelings)	
	C		Advocate and Promote Healthy Living		
		1	The student knows how to use goal-setting and decision-making skills which enhance health.		
		HE.C.1.2.1	knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products).	2-3 (U1, L1)-being a smart consumer; 22-23 (U2, L10)-make healthy choices like good nutrition and physical activities; 34-35 (U3, L15)-making healthy choices to prevent illness and promote health; 44-45 (U4, L19)-choosing good friends; 48-49 (U4, L21)-decision-making skills; Worksheets: Form 2.2 (choosing healthy foods); Worksheets: Form 3.4 (lifestyle choices); Newsletters: Form 1.9 (be a smart consumer); Form 2.10 (nutrition); Form 4.6 (decision-making skills)	
		HE.C.1.2.2	knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).	6-7 (U1, L3)-teacher as good source for info and advice; 58-59 (U5, L25)-tell an adult when you know someone is using drugs or harming themselves in any way; 66-67 (U5, L29)-school and community resources for drug prevention and treatment	
		HE.C.1.2.3	knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).	22-23 (U2, L10)-predicting long-term effects of good nutrition and physical activities; Worksheets: Form 5.1 (pledge to stay drug free); Newsletters: Form 2.10 (nutrition)	
		HE.C.1.2.4	knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).	Worksheets: Forms 1.7-1.8 (personal fitness log); Form 2.4 (physical activity log); Form 2.5 (food log); Form 4.2 (stress management action plan); Form 5.1 (pledge to stay drug free)	
		2	The student knows how to advocate for personal, family, and community health.		
		HE.C.2.2.1	knows various methods for communicating health information and ideas (e.g., through oral or written reports).	Modeled thruout; focus: 26-27 (U2, L12)-advertising techniques; 48-49 (U4, L21)-sending out flyers to raise awareness, charity walks; 64-65 (U5, L28)-making posters to communicate health advice and info; 76-77 (U6, L33)-advocating for the environment; Newsletters: Form 6.3 (advocating for the environment)	
		HE.C.2.2.2	knows ways to effectively express feelings and opinions on health issues.	Modeled thruout; focus: 48-49 (U4, L21)-participate in charity walk; 64-65 (U5, L28)-making posters to communicate feelings; 76-77 (U6, L33)-advocating for the environment; Newsletters: Form 6.3 (advocating for the environment)	
		HE.C.2.2.3	knows the community agencies that advocates healthy individuals, families, and communities (e.g., health department and volunteer agencies).	66-67 (U5, L29)-school and community resources for drug prevention and treatment; 70-71 (U6, L30)-government health agencies	
		HE.C.2.2.4	knows how to positively influence others to make positive choices.	Modeled thruout; focus: 2-3 (U1, L1)-be a good role model for younger siblings; 4-5 (U1, L2)-be a good mentor and role model; 48-49 (U4, L21)-stand up for what you believe in; 54-55 (U5, L23)-positively influence others to make good decisions; 76-77 (U6, L33)-advocating for the environment	

5		HE.C.2.2.5	knows various ways individuals and groups can work together.	Modeled thruout; focus: 48-49 (U4, L21)-charity walk to raise money; 74-75 (U6, L32)-taking care of the environment, recycling, reducing pollution; 76-77 (U6, L33)-advocating for the environment; Newsletters: Form 6.3 (advocating for the environment)	I
		HE.C.2.2.6	knows how to enlist family, school, and community helpers to aid in achieving health goals.	Modeled thruout; focus: 74-75 (U6, L32)-taking care of the environment, recycling, reducing pollution (community clean-up); 76-77 (U6, L33)-advocating for the environment; Newsletters: Form 6.3 (advocating for the environment)	I