

Human Kinetics—World of Wellness Health Education Series: Kindergarten (Red Level)

**Human Kinetics
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**Health
Kindergarten (Red Level)**

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher's Legend:

- **U = Unit in the Teacher's Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher's Guide.**
- **Forms are only in the Teacher's Guide. E.g., Form 1.4 is the fourth form provided in Unit 1.**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom's Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

e. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Explain how childhood injuries and illnesses can be prevented or treated.	Story line models, discusses, &/or encourages: 1 (sidebar w/AP), 2 (inc. sidebar w/AP & model of AN), 3 (inc. sidebar w/AP & model of AN), 4 (inc. sidebar w/AP), 5 (inc. sidebar w/AP), 9 (inc. sidebars w/AP), 10 (inc. sidebars w/AP), 11 (inc. sidebars w/AP & bottom sidebar also w/model of AN), 12 (inc. rt sidebar w/AP), 13 (inc. lt sidebar w/AP), 14-16, 17 (inc. sidebar w/AP), 18 (inc. lt sidebar w/AN—distinguish & rt sidebar w/AP), 21, 22 (inc. sidebar w/AP), 23, 33 (inc. rt sidebar w/AP & model of AN), 34 (inc. lt side of sidebar w/AP), 35, 36, See also Art: 3 & 31 (helmet), 4, 9 & 11 (sunscreen), 3-4, 9, 11, 34 (gloves)	U1: L1, L2 (AP, AN), L3 (AP), L4 (AP, AN), L5 (AP), L6 (AN), L7 (AP), L8 (AP), L9 (AP, AN), L10 (AP), L11 (AP, AN), U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U3: L17 (AP, AN), L18 (AN), L21 (AP, AN), L23 (AP), U5, L33 (AP), U6: L34 (AP, AN of items to pick up), L35 (AP, AN), L36 (AP), Parent Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1 Also: OM pp. 1-3
b. Describe relationships between personal health behaviors and individual well-being.	Story line models, discusses, &/or encourages: 1 (sidebar w/AP), 5 (inc. sidebar w/AP), 6 (inc. lt sidebar w/AP & rt sidebar w/model of AN), 7 (inc. rt sidebar w/AP), 8, 9 (inc. sidebars	U1: L1, L5 (AP), L6 (AN), L7 (AP), L8 (AP), L9 (AP, AN), L11 (AP, AN), U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U3: L17 (AP, AN), L18 (AN), L20 (AP),

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	w/AP), 11 (inc. sidebars w/AP & bottom sidebar also w/model of AN), 12 (inc. rt sidebar w/AP), 13 (inc. lt sidebar w/AP), 14-16, 17 (inc. sidebar w/AP), 18 (inc. lt sidebar w/AN—distinguish & rt sidebar w/AP), 20 (inc. rt sidebar w/AP), 21, 22 (inc. sidebar w/AP), 23, 25 (sidebar w/AP), 26 (right sidebar w/AP), 29 (inc. sidebar w/AP, SYN—plan), 30 (inc. sidebar w/AP), 31 (inc. AP question), 32, 34 (inc. lt side of sidebar w/AP), 35 (sidebar w/AP), 36 (inc. sidebar w/AP)	L21 (AP, AN), L22 (AP), L23 (AP), U5: L29 (AP), L30 (AP, AN), L31 (AP, AN), L32 (AP), U6: L33 (AP), L34 (AP, AN of items to pick up), L35 (AN, AP), L36 (AP), Parent Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1
c. Describe the functions of the five senses.	19, 20, 21	U3: L19 (AP), L20 (AP), L21
d. Identify the food groups of the Pyramid.	1 (sidebar—AP of healthy eating), 6 (healthy eating promoted in sidebars AP [lt] & model of AN [rt]), 12, 13 (inc. lt sidebar w/AP), 14, 15, 16, 17 (sidebar w/AP), 21, 32	U1: L1 (AP of PA), L6 (AN), U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U3: L17 (AP, AN), L21 (AP, AN), U5: L32 (AP), Parent Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1
e. Identify emergency numbers.	10 (inc. sidebars w/AP), 33 (people who work at 911)	U1: L10, U6: L33
2. Demonstrate the ability to access valid health information and health-promoting products and services. (C, S, CH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify health products and services used by adults/children.	Text &/or art: Parks, recreation depts.: 7, 8, 9, 15, 34 Healthy foods: 12, 13, 14, 15, 16, 1 (sidebar w/AP), 6 (left sidebar w/AP), 17 (sidebar w/AP), 21, 32 Soap: 35, Cleanup efforts: 34 (inc. lt of sidebar	U1, L6 , U2, L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 , U3 : L17 (AP, AN), L20 (AP), L21 (AP, AN), L23 (AP), , U5 : L29 (AP), L32, U6 : L34 (AP, AN of items to pick up), L35 (AP, AN), Forms 1.1, 5.1, 6.1

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	w/AP), Helmets: 3 (inc. sidebar w/AP), 31, Drs/Nurses: 6 (inc. sidebars: lt w/AP & rt w/model of AN), 20 (inc. rt sidebar w/AP), 21, 23, 29, Sunscreen: 4 (“Heat and Sun Safety” w/AP), 9 (inc. rt sidebar w/AP), 11 (bottom sidebar w/AP)	
b. Identify healthy helpers in the community.	Drs/Nurses: 6, 21, 22, 23, 29, Community &/or rescue: 10, 33, Teachers: 4, 5, 14, 19, 26, 31, Family members: 4, 8, 10, 11, 12, 15, 20, 22, 25, 27, 30, 32, 34	U1: L6 (AP, AN), L10, U3: L21, L22, L23, U5: L29 (AP), U6: L33 (AP), Parent newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1, OM pp. 1-3
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate safe behavior in daily activity.	Story line models, discusses, &/or encourages: 2-3 (inc. sidebars w/AP & models of AN), 4 (inc. sidebar w/AP), 7, 9 (inc. rt sidebar w/AP), 10 (inc. sidebars w/AP), 11 (inc. sidebars w/AP & also bottom sidebar w/model of AN), 22 (inc. sidebar w/AP), 27 (inc. sidebar w/AP), 29 (inc. sidebar w/AP & SYN—plan), 30 (inc. sidebar w/AP), 31, 32, 33 (left sidebar), 34, See also Art: 3 (helmet), 3-4, 9, 11, 34 (gloves), 4, 9 & 11 (sunscreen), 14 (apron), 15 & 18 (shoes, thick shin-guarding socks), 31 (helmet)	U1: L2 (AP, AN), L3 (AP), L4 (AP, AN), L7 (AP), L9 (AP, AN), L10 (AP), L11 (AP, AN), U3, L22 (AP), U4, L27 (AP), U5: L29 (AP), L30 (AP, AN), L31 (AP, AN), L32 (AP), U6: L33 (AP), L34 (AP, AN of items to pick up), Forms 1.1, 4.1, 5.1, OM pp. 1-3
b. Demonstrate positive personal hygiene.	5 (inc. sidebar w/AP), 6 (inc. lt sidebar w/AP), 13, 21, 23, 34 (gloves), 35	U1: L5 (AP), L6, U2, L13 (AP, AN), U3: L21 (AP, AN), L23 (AP), U6, L35 Form 3.1 OM , pp. 1-2

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4. Analyze the influence of culture, media, technology, and other factors on health. (M)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Understand the differences among peers and how they relate to culture.	Food choices: 12-16 Peer physical differences: 17 Family & personal uniqueness: 24 (inc. rt sidebar w/AN) Cultural & peer differences: art models throughout, pp. 1-36	U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U3: L17 (AP, AN), U4: L24 (AP, AN) App. B: “Culture Moves”
b. Understand procedures in the case of an emergency.	2-3 (inc. sidebars w/AP & models of AN), 4 (inc. sidebar w/AP), 10-11 (inc. sidebars w/AP & also p. 11 bottom sidebar w/model of AN), 33	U1: L2 (AP, AN), L3 (AP), L4 (AP, AN), L10 (AP), L11 (AP, AN), U6: L33 (AP), Form 1.1
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, F, M, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate ability to work in group settings without interfering with others.	Global Note: Story line models, discusses, &/or encourages, e.g., 2, 3, 4, 5, 7, 8, 11, 13, 15, 16, 23, 25 (inc. sidebar w/AP), 27 (inc. sidebar w/AP), 28, 32, 34, 36	U1: L2 (AP, AN), L3 (AP), L4 (AP, AN), L5 (AP), L7 (AP), L8 (AP), L11, U2: L13 (AP, AN), L15 (AN), L16 (AP), U4: L23 (AP), L25 (AN), L27 (AP), L28 (AP, AN), U5: L32 (AP), U6: L34 (AP, AN of items to pick up), 36, Form 4.1
b. Explain healthy ways to express feelings.	25 (inc. sidebar w/AP), 26 (inc. rt sidebar w/AP), 27 (inc. sidebar w/AP). Story line models with siblings & friends: 2, 10,	U1: L2 (AP, AN), L3 (AP), L7 (AP), L10 (AP), L11 (AP, AN), U4: L25 (AN), L26 (AP), L27 (AP), U6: L34 (AP, AN of items to pick

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	28, 29, 32. Art shows joy of play: 2-3, 7, 36.	up), L36 (AP), Forms 4.1, 5.1
c. Identify ways families meet the needs and wants of each family member.	Global Note: Story line models throughout, e.g., 2, 3, 4, 7, 11, 12, 13, 14, 15, 16, 25 (inc. sidebar w/AP), 26, 27, 36	U1: L2 (AP, AN), L3 (AP), L4 (AP, AN), L7 (AP), L11 (AP, AN), U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U4: L25 (AN), L26 (AP), L27 (AP), L28 (AP, AN), U5: L32 (AP), U6: L34 (AP, AN of items to pick up), L36 (AP), Form 4.1
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate an ability to select healthy food choices.	Story line models, discusses, &/or encourages, e.g., 1 (sidebar w/AP), 6 (sidebars w/AP & rt sidebar w/model of AN), 12-16 (inc. sidebars w/AP rt p. 12 & lt on p. 13), 17 (inc. sidebar w/AP), 21, 32	U1: L1 (AP of PA), 6, U2: L12 (AP), L13 (AP, AN), L14 (AP), L15 (AN), L16 (AP), U3: L17 (AP, AN), L18 (AN), 21, U5: L32 (AP), U6: L34 (AP, AN of items to pick up), Parent Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1
b. Demonstrate healthy choices (i.e. engaging in activity).	Story line models, discusses, &/or encourages: 1 (sidebar w/AP), 2 (walking to school), 3 (walking, biking), 7 (inc. rt sidebar w/AP), 8, 9 (inc. sidebars w/AP), 15 (soccer), 18 (inc. rt sidebar w/AP), 21, 23 (pretending to be pathogens), 26 (rt sidebar w/AP), 29 (healthy ATOD choice), 31 (biking), 34 (neighborhood cleanup), 36 (inc. sidebar w/AP)	U1: L1, L2 (AP, AN), L3 (AP), L7 (AP), L8 (AP), L9 (AP, AN), U2: L15 (AN), U3: L18 (AN), L23 (AP), U4: L26 (AP), U5: L29 (AP), L31 (AP), U6: L34 (AP, AN of items to pick up), L36 (AP) Parent Newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1 Also: Appendix B (AP), OM p. 1-2
c. Explain how to set personal health goals and track progress toward achievement.	Story line models, discusses, &/or encourages: 1 (sidebar w/AP), 6 (inc. lt sidebar w/AP), 8, 9, 13, 21, 26 (right sidebar w/AP), 31	U2: L13 (AP, AN), U3: L18 (AN), L21 (AP, AN), U5: L26 (AP), L27 (AP), L31 (AN, AP), Parent Newsletters encourage: Forms 1.1, 2.1,

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		3.1, 4.1, 5.1, 6.1
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Discuss the importance of influencing others to make healthy choices.	Global Note: Story line models, discusses, &/or encourages throughout, e.g., family--4, 8, 10, 11, 12, 15, 20, 22, 25, 27, 30, 32, 34, peers--29	Act of taking home Parent Newsletters (AP): Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1
b. Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.).	4, 6, 10, 20, 21, 22, 23, 26, 30, 32, 33	U1: L4 (AP, AN), L5 (AP), L6 (AP, AN), L10, U3: L20 (AP), L21 (AP, AN), L22 (AP), L23 (AP), U4, L26 (AP), U5, L30 (AP, AN), U6, L33 (AP), Parent newsletters encourage: Forms 1.1, 2.1, 3.1, 4.1, 5.1, 6.1, OM pp. 1-3

- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.

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Health
First Grade (Orange Level)

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher's Legend:

- **U = Unit in the Teacher's Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher's Guide.**
- **Forms are only in the Teacher's Guide. E.g., Form 1.4 is the fourth form provided in Unit 1.**
- **BB = Big Book, corresponding**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom's Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

e. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify ways of preventing and controlling disease.	10-11 (inc. sidebars w/AP) (BB 5); 12-13 (inc. yellow & left blue sidebars w/AP & rt blue sidebar w/model of AN) (BB 6); 14-15 (inc. middle of blue sidebar w/AP of PA ideas) (BB 7); 28-29 (inc. blue sidebars w/AP) (BB 13); 33 (inc. blue sidebar w/AP ideas) (BB 15); 46-47 (inc. yellow sidebar w/AP of PA) (BB21); 48-49 (inc. blue sidebar w/AP & model of AN; yellow sidebar w/AP of PA) (BB22); 50-51 (inc. yellow sidebar w/AP of PA) (BB 23); 66-67 (inc. top blue sidebar w/AP & SYN—plan) (BB 29); 68-69 (inc. top blue sidebar w/AP & yellow sidebar w/AP of PA) (BB 30), 76-77 (inc. blue sidebars w/AP, lower sidebar also w/model of AN, yellow sidebar w/AP of PA) (BB 33), 78-79 (inc. text question “Are you?” w/AN & potentially SYN—plan & EV; also top blue sidebar w/AP) (BB34)	U1: L5 (AP), L6 (AP, AN), L7 (AP, AN, EV—predict); U2: L13 (AP, AN), L15 (AP, AN); U3: L21 (AP, AN), L22 (AP), L23 (AP, AN); U5: L29 (AP, AN), L30 (AP, AN, SYN—plan); U6: L33 (AP, AN), L34 (AP, AN); Forms 1.4, 1.5, 1.6, 2.3, 2.5, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3, 6.1, OM p. 1, L5 & L6; OM p. 2, L22, L23 & L28; OM p. 3, all Ls

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<p>b. Introduce healthy snacks.</p>	<p>28-29 (inc. rt blue sidebar w/AP & lt blue sidebar w/AP—safety) (BB 13); 32-33 (inc. blue sidebar) (BB15); 13 (inc. left of blue sidebar w/AP & rt side w/model of AN) (BB 6); 26-27 (inc. last 2 sections of blue sidebar, w/AP ideas) (BB12); 30-31 (inc. blue sidebar) (BB 14); 34-35 (BB 16); 38-39 (inc. lt sidebar w/AP) (BB 17); 46-47 (BB 21);</p> <p>Healthy-eating modeled in art (model of AP): 25, 26, 28, 30, 32-33, 38, 72</p>	<p>U1: L6 (AP, AN); U2: L12 (AP, AN), L13 (AP, AN), L14 (AP, AN), L15 (AP, AN), L16 (AP, SYN—brainstorm & transfer); U3: L17 (AP, AN), L21 (AP, AN);</p> <p>Forms 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.4, 4.3, 5.3, 6.1</p>
<p>c. Identify reasons for taking medicine.</p>	<p>48-49 (inc. top blue sidebar w/AP & model of AN) (BB 22); 66-67 (& not taking, inc. top sidebar w/AP & SYN—plan) (BB 29); 68-69 (inc. top blue sidebar w/AP) (BB 30)</p>	<p>U5: L29 (AP, AN), L30 (AP, AN, SYN—plan); Forms 5.1, 5.3</p>
<p>d. Recognize that health problems should be detected and treated early.</p>	<p>12-13 (inc. lt of blue sidebar w/AP) (BB 6); 44-45 (inc. blue sidebar w/AP) (BB 20); 46-47 (inc. top blue sidebar w/AP ideas) (BB 21); 48-49 (inc. lower blue sidebar w/AP & model of AN) (BB22); 68-69 (BB 30); 77 (inc. lower blue sidebar w/AP & model of AN) (BB 33)</p>	<p>U1: L6 (AP, AN); U3: L20 (AP), L21 (AP, AN), L22 (AP); U5: L29 (AP, AN), L30 (AP, AN, SYN—plan); U6, L33 (AP, AN)</p> <p>Parent Newsletters reinforce: Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1</p> <p>OM p. 2</p>
<p>2. Demonstrate the ability to obtain valid health information and health promoting products and services. (C, S, CH)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Explain the roles of various</p>	<p>12-13 (inc. lt of blue sidebar w/AP) (BB 6);</p>	<p>U1: L12 (AP, AN), L13 (AP, AN); U3: L21</p>

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types of workers in the field of health.	46-47 (inc. top blue sidebar w/AP ideas) (BB 21); 48-49 (inc. top blue sidebar w/AP) (BB 22); 58-59 (teacher as health resource) (BB 26); 69 (right blue sidebar w/AP) (BB 30); 76-77 (inc. blue sidebars w/AP & AN) (BB 33)	(AP, AN); U4: 26; U6: L33 (AP, AN); Form 6.1 OM p. 2, L28
b. Discuss the roles of emergency workers.	20-21 (inc. top blue sidebar w/AP) (BB 10); 76-77 (inc. blue sidebars w/AP & AN) (BB 33)	U1: L10 (AP, AN, SYN—plan); U6: L33 (AP, AN); Form 6.1
c. Identify sources of health products and services in the community.	Text &/or art: Parks, recreation depts.: 1, 14, 16, 18, 32, 78 (BB 7, 8, 9, 15, 34) Cleanup efforts: 78-79 (gloves) (BB 34); Helmets: cover & title p., 6-7, 65, 70 (BB cover & title p., 3, 31); Drs/Nurses/emergency services: 8-9, 12-13, 20-21, 44-45, 46-47, 50-51, 67, 75-77 (BB 4, 6, 10, 20, 21, 23, 29, 33); Sunscreen: (BB 4, 9, 11); Soap: 10-11, 80-81 (BB 5, 35) Healthy foods as products: 26-27, 28-29, 30-31, 32-33, 34-35, 12-13 (blue sidebar), 38 (apple), 39 (left blue sidebar), 46-47, 72 (juice) (BB 12, 13, 14, 15, 16, 6 [blue sidebar], 17 [blue sidebar & apple], 21, 32)	U1: L4 (AP, AN), L9 (AP, AN); U2: L12 (AP, AN), L13 (AP, AN), L14 (AP, AN), L15 (AP, AN), L16 (AP, SYN—brainstorm & transfer); U3: L20 (AP), L21 (AP, AN), L22 (AP), L23 (AP, AN); U5, L29 (AP, AN); U6: L33 (AP, AN), L34 (AP, AN), L35 (AP, AN); Forms 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 4.3, 5.1, 5.3, 6.1 OM p. 1, L5 & L6; p. 2, L22; p. 3, L33 & L34
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, D, S, F, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References

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<p>a. Explain ways family members work together to obtain and maintain healthy behaviors.</p>	<p>Storyline models throughout; specifics include: 3 (BB 1); 4-5 (BB 2); 16-17 (BB 8); 18-19 (inc. top blue sidebar w/AP) (BB 9); 20-21 (inc. blue sidebars w/AP) (BB 10); 22-23 (inc. top sidebar w/AP & lower sidebar w/AP & model of AN) (BB 11); Dad is coach: 26 (inc. blue sidebar w/AP), 28-33 (inc. blue sidebars w/AP) (BB 12-15); 38-39 (BB 17); 44-45 (art; BB20); 56-57 (inc. blue sidebar w/AP) (BB 25); 60-61 (inc. blue sidebars w/AP) (BB 27); 68-69 (inc. top blue sidebar w/AP) (BB 30); 72-73 (BB 32); 78-79 (inc. top blue sidebar w/AP) (BB 34); 80-81 (inc. top sidebar w/AN & potentially EV & lower sidebar w/AP of PA) (BB 35); 82-83 (inc. sidebar w/AP of PA & SYN—plan) (BB 36)</p>	<p>U1: L1 (AP, AN, EV—predict), L2 (AP, AN, SYN—plan), L4 (AP, AN), L7 (AP, AN, EV—predict), L10 (AP, AN, SYN—plan) L11 (AP, AN, SYN—plan); U2: L16 (AP, SYN—brainstorm & transfer); U3: L17 (AP, AN), L21 (AP, AN), L23 (AP, AN); U4: L25, L26 (AP, AN), L27 (AP, AN, potentially EV), L28 (AP, AN); U5: L30 (AP, AN, SYN—plan), L31 (AP), L32 (AP); U6: L33 (AP, AN), L34 (AP, AN), L35 (AP, AN);</p> <p>Forms 1.2, 1.6, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1</p>
<p>b. Contrast safe and risky behaviors.</p>	<p>Story line models throughout; specifics include: 4-5 (inc. top blue sidebar w/AP & model of AN, lower blue sidebar w/AP & SYN—plan) (BB 2), 6-7 (inc. text question w/AN & top blue sidebar w/AP)(BB 3), 8-9 (inc. sidebars w/AP) (BB 4); 14 (BB 7); 17 (inc. top of blue sidebar w/model of AN) (BB 8, left blue sidebar), 18-23 (inc. blue sidebars w/AP, also w/models of AN on pp. 19 & 23—lower blue sidebars) (BB 9-11); 28-29 (inc. blue sidebars w/AP) (BB 13); 48-49 (inc. sidebars w/AP, blue w/models of AN) (BB 22); 66-67 (inc. top sidebar w/AP & SYN—plan) (BB 29); 68-69 (inc. top blue sidebar w/AP contrast w/yellow sidebar w/AP of PA) (BB 30); 70-71 (inc. text question w/AP) (BB 31), 72-73 (inc. lower blue sidebar w/AP &</p>	<p>U1: L2 (AP, AN, SYN—plan), L3 (AP, AN), L4 (AP, AN), L7 (AP, AN, EV—predict), L8 (AP, AN), L9 (AP, AN), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan); U2, L13 (AP, AN); U3: L22 (AP); U5: L29 (AP, AN), L30 (AP, AN, SYN—plan), L31 (AP), L32 (AP); U6: L33 (AP, AN), L34 (AP, AN);</p> <p>Forms 1.2, 1.3, 1.6, 2.5, 5.1, 5.2, 5.3;</p> <p>OM p. 3, L34, OM p. 2, L27, OM p. 3, L29 & L31</p>

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	model of AN) (BB 32); 77 (lower blue sidebar w/AP & model of AN) (BB 33); 78-79 (inc. top blue sidebar w/AP) (BB 34)	
c. Identify healthy habits that ensure good hygiene.	Focus of: 10-11 (inc. blue sidebar w/AP) (BB 5); 12-13 (inc. lt of blue sidebar w/AP) (BB 6); 28-29 (inc. lt blue sidebar w/AP) (BB 13); 47 (BB 21); 50-51 (inc. yellow sidebar w/AP) (BB 23); 78-79 (gloves) (BB 34); 80-81 (BB 35) Story line & art model throughout.	U1: L5 (AP), L6 (AP, AN); U2: L13 (AP, AN); U3: L21 (AP, AN), L23 (AP, AN); U6: L34 (AP, AN), L35 Forms 1.4, 2.5 OM p. 1, L5 & L6; OM p. 2, L23; OM p. 3, L34
d. Identify items appropriate for sharing and items not appropriate for sharing.	50-51 (BB 23)	U3: L23 (AP, AN)
4. Analyze the influence of culture, media, technology, and other factors on health. (M, PH, CH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify factors that contribute to individuality.	Specific lesson text includes: 38-39 (BB 17); 55 (top of blue sidebar w/AN; BB 24, right blue sidebar w/AN) Main character, Ruby, describes her & others' uniqueness: 2-3 (BB 1); 16 (BB 8); 18 (BB 9); 26-27 (BB 12); 28-29 (BB 13); 32 (BB 15); 44-45 (BB 20); 72 (BB 32); 80-81 (BB 35) Art throughout embraces physical differences.	U3 : L17 (AP, AN); U4 : L24 (AP, AN, model of EV)
b. Introduce technologies that influence health.	Helmets/seatbelts: 6-7 (inc. blue sidebar w/AP) (BB 3), 65, 70 (BB 31), also cover &	U3: L20 (AP), L21 (AP, AN), L22 (AP); U5: L29 (AP, AN), L30 (AP, AN, SYN—plan);

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	<p>title pp.;</p> <p>Glasses/hearing aids: 44-45 (inc. blue sidebar w/AP) (BB 20);</p> <p>TV: 80-81 (inc. top blue sidebar w/AN & potentially EV) (BB 35);</p> <p>Emergency systems: 8-9 (inc. sidebars w/AP) (BB 4), 21 (inc. rt blue sidebar w/AP) (BB 10) & 77 (BB 33);</p> <p>Medications & immunizations: 46-49 (BB 21-22); 66-67 (inc. top blue sidebar w/AP & SYN—plan) (BB 29), 68-69 (inc. top blue sidebar w/AP) (BB 30);</p> <p>Wheelchair: 50, 82;</p> <p>Other: 12-13 (dentist tools; BB 6); 18-19 (lifejacket, sunscreen, inc. lower blue sidebar w/AP; BB 9); 78-79 (recycling systems, inc. top blue sidebar w/AP & text question w/AN & potentially SYN—plan & EV) (BB 34)</p>	<p>U6: L34 (AP, AN), L35 (AP, AN);</p> <p>Forms 1.3, 1.6, 2.5 (URL), 3.3, 5.1, 5.3, 6.1;</p> <p>OM p. 2, L33 & L34</p>
<p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, F)</p>		
Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>a. Describe the difference in verbal and nonverbal communication.</p>	<p>5 (lower sidebar; BB 2)</p> <p>Story line includes models, e.g: 2-3 (BB 1); 56-57 (BB 25); 58-59 (BB 26); joy of movement: 14 (BB 7), 82-83 (BB 36)</p> <p>See also rhymes as fun ways to communicate & remember facts: 6-7 (BB 3), 12 (BB 6), 17 (BB 8), 19 (BB 9), 21 (BB 10), 27 (BB 12), 33 (BB 15), 39 (BB 17), 42-43 (BB 19), 47 (BB 21), 55 (BB 24), 59 (blue sidebar (BB 26), 83 (BB 36)</p>	<p>U1: L1 (AP, AN, EV-predict), L2 (AP, AN, SYN—plan); U4: L24 (AP, AN, model of EV), L25 (AP, AN, EV—judge), L26 (AP, AN), L27 (AP, AN, potentially EV), L28 (AP, AN);</p> <p>Forms 4.1, 4.2, 4.3</p>

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<p>b. Demonstrate attentive listening skills to build and maintain healthy relationships.</p>	<p>Story line models, e.g., 5 (lower blue sidebar w/AP & SYN—plan) (BB 2); 56-63 (inc. top blue sidebar on p. 61 w/AP) (BB 25-28)</p>	<p>U1: L2 (AP, AN, SYN—plan); U4: L24 (AP, AN, model of EV), L25 (AP, AN, EV—judge), L26 (AP, AN), L27 (AP, AN, potentially EV), L28 (AP, AN);</p> <p>Forms 4.1, 4.2</p> <p>Parent Newsletters encourage: Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1</p>
<p>c. Explain how nonverbal communication impacts the feelings of others.</p>	<p>Storyline & art model throughout, e.g., happy, excited – numerous, e.g. 3, 82, sad – 28; listening or not – 62; refusal – 65, 66; disappointed – 80; serious - 8-9, 20; dismayed – 10; proud – 12; tired – 16; silly – 50</p>	<p>Forms 4.1, 4.2, 4.3</p>
<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Identify guidelines for making wise food choices.</p>	<p>13 (BB 6); 26-27 (inc. blue sidebar w/AP), 28-29 (inc. blue sidebars w/AP), 30-31 (inc. blue sidebar w/AP), 32-33 (inc. blue sidebar w/AP), 34-35, 38-39 (BB 12-17); 46-47 (BB 21); 49 (fluids); 72 (juice) (BB 32)</p>	<p>U1: L6 (AP, AN); U2: L12 (AP, AN), L13 (AP, AN), L14 (AP, AN), L15 (AP, AN), L16 (AP, SYN—brainstorm & transfer); U3: L17 (AP, AN), L21 (AP, AN);</p> <p>Forms 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.4, 4.3, 5.3, 6.1</p>
<p>b. Explore a variety of physical activities.</p>	<p>Encouraged to participate thru art & phys. activity sidebars (yellow). Specific yellow sidebars (AP of PA): 3, 5, 11, 13, 21, 27, 31, 35, 45, 47, 49, 51, 55, 61,</p>	<p>Units 1-6, Lessons 1-36 encourage physical activity.</p> <p>See also Forms 1.5, 2.3, 3.1, 4.1, 5.2 &</p>

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	63, 69, 73, 77, 83 Also health sidebars (blue): 15, 17 (model of AN), 19 (lower blue also w/model of AN), 23 (lower blue also w/model of AN), 33 (AP related to healthy eating), 39 (lt sidebar), 57, 70 (w/AP text question); 80-81 (BB 35) BB: AP of PA – 1, 2, 5, 6, 10, 12, 14, 16, 20-24, 27-28, 30, 32-33, 36; Health: 4, 7-9, 11, 17, 18, 25-26, 35	appendix B. Parent Newsletters encourage: Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1
c. Set a personal health goal and track progress toward its achievement.	11 (BB 5); 35 (BB 15); 39 (BB 17); 47 (BB 21); 62-63 (BB 28)	U1; U2: L15 (AP, AN); U3: L17 (AP, AN), L21 (AP, AN); U4: L28 (AP, AN); U6: L36 (AP, AN, SYN—plan)
7. Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Understand the importance of influencing others to make healthy choices.	Focus of: 5 (BB 2); 6-7 (Bus); 8-9 (BB 4); 23 (BB 11); 61 (BB 27); 62-63 (BB 28); 66-67 (BB 29); 76-77 (BB 33); taking each newsletter home conveys Story line models throughout.	U1: L3 (AP, AN), L4 (AP, AN), L11 (AP, AN, SYN—plan), L12 (AP, AN); U4: L27 (AP, AN, potentially EV), L28 (AP, AN); U5: L29 (AP, AN); U6: L33 (AP, AN); Forms 1.6, 2.5, 3.4, 4.3, 5.3, 6.1
b. Work collaboratively in small groups to achieve a common goal.	Focus of: 4-5 (inc. lower blue sidebar w/AP & SYN—plan) (BB 2); 6-7 (inc. bus riding AP info) (BB 3); 8-9 (inc. sidebars w/AP) (BB 4); 14 (BB 7); 18-19 (inc. blue sidebars w/AP, lower also w/model of AN) (BB 9); 22-23 (inc. lower sidebar w/AP & model of AN) (BB 11); 56-57 (inc. blue sidebar w/AP),	U1: L2 (AP, AN, SYN—plan), L3 (AP, AN), L4 (AP, AN), L7 (AP, AN, EV—predict), L9 (AP, AN), L11 (AP, AN, SYN—plan); U4: L25, L26 (AP, AN), L27 (AP, AN, potentially EV), L28 (AP, AN); U5: L32 (AP); U6: L33 (AP, AN), L35 (AP, AN);

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	<p>58-59 (inc. sidebar w/AP & SYN—plan), 60-61 (inc. blue sidebars w/AP), 62-63 (BB 25-28); 72-73 (inc. lower blue sidebar w/AP & model of AN) (BB 32); 76-77 (inc. blue sidebars w/AP & AN) (BB 33)</p> <p>Story line models throughout.</p>	<p>Forms 4.1, 4.2, 4.3, 5.1, 5.3</p>
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- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.

Human Kinetics
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Health

Second Grade (Yellow Level)

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher’s Legend:

- **U = Unit in the Teacher’s Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher’s Guide.**
- **Forms are only in the Teacher’s Guide. E.g., Form 1.4 is the fourth form provided in Unit 1.**
- **OL = on-line additional materials, FREE at <http://www.wowhealth.org/addMat/2nd.cfm> .**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom’s Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

e. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (D, C, PH, N, H)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify how dietary habits affect health.	26-27 (inc. blue sidebar w/AP); 28-29 (inc. rt blue sidebar w/AP); 30 (inc. sidebar w/AP ideas); 31 (inc. blue sidebar w/model of AN); 32-33 (inc. blue sidebar); 13 (inc. left of blue sidebar w/AP & rt side w/model of AN); 34-35; 38-39 (inc. sidebar w/AP & model of AN); 46-47; Healthy-eating modeled in art (model of AP): 25, 26, 28, 30- 31, 32, 38, 72	U2: L12 (AP, AN), L13 (AP, AN), L14 (AP, AN), L15 (AP, AN, SYN—assemble [list]), L16 (AP, AN, SYN—create); U3: L17 (AP); U3, L21 (AP, AN) Forms 2.1 (AP), 2.2, 2.3 (AP), 2.4 (AP), 2.5 OL: ext .of U2, L14, form 2.7 (plan a healthy family meal; AP); ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors; AP & AN)
b. Discuss ways to prevent injury.	17 (blue sidebar w/AN question); 18-23 (inc. blue sidebars w/AP, lower blue sidebar on p. 23 also w/model of AN); 66-73 (inc. top blue sidebar on p. 67 w/AP & SYN—plan); 76-77 (inc. lower blue sidebar w/AP & model of	U1: L8 (AP, AN), L9 (AP), L10 (AP, AN, potentially SYN—plan), L11 (AP, AN, potentially SYN—plan); U5: L29 (AP, AN), L30 (AP, AN), L31 (AP, AN), L32 (AP, AN); U6: L33 (AP, AN), L34 (AP, AN)

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	AN); 78-79 Art: 1 & 70—helmet; 16, 32, & 40—shin guards; 78 (using gloves to pick up litter)	Forms 1.2, 1.4, 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN--plan), 5.4 OL: ext. of U1, L3 (safety skills and equipment; AP); ext. of U1, L9 (first aid kit); ext. of U1, L11, forms 2.4 and 2.5 (multiple dangerous situations; AP)
c. Explore some of the causes of illnesses and chronic disease.	12-13 (dental; inc. blue sidebar w/AP & model of AN); 28 (food safety; inc. both blue sidebars w/AP); 48-49 (inc. top blue sidebar w/AP, lower blue sidebar w/model of AN, & yellow sidebar w/AP of PA; 51-52 (inc. yellow sidebar w/AP of PA); 70-71 (inc. text question w/AP); 72-73	U1: L5 (AP, AN), L6 (AP, AN), L11 (AP, AN, potentially SYN—plan); U2: L13 (AP, AN); U3: L22 (AP, AN), L23 (AP, AN); U5: L30 (AP, AN), L32 (AP, AN); Forms 3.6 (AN), 3.7 OL: ext. of U2, L13, form 2.6 (proper food handling techniques; AP, AN)
d. Discuss ways in which the environment can contribute to illnesses or diseases (i.e. air pollution, water).	18-19 (sun & water safety; inc. lower blue sidebar w/AP); 71 (rt blue sidebar—secondhand smoke); 78-79 (inc. text question w/AN & potentially SYN & EV)	U1: L9 (AP); U5: L31 (AP, AN); U6: L34 (AP, AN); Form 6.2 OL: ext. of U6, L34, form 2.13 (community and environmental health; AP, AN, & potentially SYN—construct new meaning from this [collective] learning through volunteer opportunities)
2. Demonstrate the ability to obtain valid health information and health promoting products and services. (CH, C, S, PH)		
Objectives	Pupil Edition	Teacher Edition

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	Page References	Page References
a. Identify differences among health products and services.	30-31 (food v. restaurant ; inc. blue sidebars: p. 30 w/AP & p. 31 w/model of AN); 46-47 (healthy food & dr. service); 68-69 (medicine & dr/hospital services); 76-77 (various services; inc. blue sidebars w/AP, lower also w/model of AN); 80-81 (products, advertisements; inc. sidebars: blue w/AN & potentially EV, yellow w/AP of PA instead of using media services & products)	U2: L14 (AP, AN); U3: L21 (AP, AN); U5: L30 (AP, AN); U6: L33 (AP, AN), L35 (AP, AN, SYN—create, & potentially EV—judge); Forms 6.1 (AP), 6.2
b. Understand the importance of warning labels.	22-23; 66-67 (inc. top blue sidebar w/AP & SYN—plan); 68-69	U1: L11 (AP, AN, potentially SYN—plan); U5: L29 (AP, AN), L30 (AP, AN); Forms 5.2 (AP), 5.3 (AP, SYN--plan), 5.4 OL: ext. of U1, L11, forms 2.4 and 2.5 (poison & first aid; AP)
c. Describe the roles of various community resources that aid in preventing illness (i.e. hospital, Department of Health, voluntary health agency, home health).	20-21 (inc. lower 2 blue sidebars w/AP re: 911); 46-47 (inc. blue sidebar w/AP ideas re: clinic staff); 48-49 (clinic staff—dr); 50-51 (school provides nurse); 76-77 (inc. blue sidebars w/AP & lower also w/AN—student as community resource); 79 (inc. text question w/AN & potentially SYN & EV—student as community resource)	U1: L10 (AP, AN, potentially SYN—plan); U3: L21 (AP, AN), L22 (AP, AN), L23 (AP, AN); U6: L33 (AP, AN), L34 (AP, AN); Form 1.4, 3.4 (AP), 3.5 (AP), 5.4, 6.1 (AP), 6.2 OL: ext. of U1, L10 and U6, L33, forms 2.2 and 2.3 (additional safety helpers; AP, AN); ext. of U1, L9 (when to call for help); ext. of U3, L23, form 2.11 (identify sources of health information; AN); ext. of U6, L34, form 2.13 (community and environmental resources; AP, AN, & potentially SYN—construct new meaning from this [collective])

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		learning through volunteer opportunities)
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, F, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify ways to resolve conflicting situations.	Focus of: 4-5 (inc. top blue sidebar w/AP & model of AN & lower blue sidebar w/AP & SYN—plan); 22-23 (inc. sidebars w/AP, lower also w/model of AN); 56-57 (inc. blue sidebar w/AP); 60-61 (inc. blue sidebars w/AP); 63 (inc. blue sidebar, lower section w/AP & SYN—plan); 66-67 (inc. top sidebar w/AP & SYN—plan) Story line models throughout.	U1: L2 (AP, AN, SYN—plan), L11 (AP, AN, potentially SYN—plan); U4: L25 (AP, AN), L27 (AP, AN), L28 (AP, AN, SYN—plan); U5: L29 (AP, AN); Forms 4.1, 4.2 (AP, AN, SYN--plan), 4.3; 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN--plan), 5.4; OL: ext. of U4, L27 (positive and negative communication skills; AP, AN); ext. of U5, L29, form 2.12 (verbal and non-verbal communication skills; AP, AN) OM p. 2, L27, OM p. 3, L29 & L31
b. Demonstrate and explain proper use of seat belts.	6-7 (inc. sidebar w/AP)	U1: L3 (AP, AN); Form 1.2 OL: ext. of U1, L3 (safety skills and equipment; AP)
c. Identify stress associated with different situations. (i.e. recital, leadership role, disagreement with a peer, visit to the principal's	Disagreements & dangers: 4-5 (inc. top blue sidebar w/AP & model of AN & lower blue sidebar w/AP & SYN—plan); 8-9 (inc. blue sidebars w/AP); 22-23 (inc. sidebars w/AP,	U1: L2 (AP, AN, SYN—plan), L11 (AP, AN, potentially SYN—plan); U3: L21 (AP, AN), L22 (AP, AN); U4: L25 (AP, AN), L27 (AP, AN), L28 (AP, AN, SYN—plan); U5:

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office).	lower also w/model of AN); 56-57 (inc. blue sidebar w/AP); 60-61 (inc. blue sidebars w/AP); 63 (inc. blue sidebar, lower section w/AP & SYN—plan); 66-67 (inc. top sidebar w/AP & SYN—plan) Emergencies: 20-21 (inc. blue sidebars w/AP); Dr visits: 12-13; 46-49	L29 (AP, AN); Forms 4.1, 4.2 (AP, AN, SYN--plan), 4.3; 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN--plan), 5.4; OL: ext. of U4, L27 (positive and negative communication skills; AP, AN); ext. of U5, L29, form 2.12 (verbal and non-verbal communication skills; AP, AN) OM, pp. 1-3
d. Identify negative effects of using alcohol, tobacco, and drugs.	66-73 (inc. top blue sidebar on p. 67 w/AP & SYN—plan)	U5: L29 (AP, AN), L30 (AP, AN), L31 (AP, AN), L32 (AP, AN); Forms 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN--plan), 5.4 OL: ext. of U1, L7 and U1, L11, form 2.1 (substances and behaviors that may be dangerous; AN w/optional AP); ext. of U5, L31 and U5, L32 (harmfulness of alcohol and tobacco use on body systems; AP, AN, SYN—create)
4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, MH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Appreciate the diversity of peers and how it relates to culture (i.e. uniqueness of individual	2 (blue sidebar); 38-39 (inc. sidebar w/AP & model of AN); 54-55 (inc. rt blue sidebar w/AN);	U1: L4 (AP, AN); U2: L14 (AP, AN); U3: L17 (AP); U4: L24 (AP, AN, EV—judge [not]);

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<p>qualities).</p>	<p>All Multicultural sidebars (peach): pp. 11, 13, 15, 27, 29, 31, 33, 35, 41, 43, 49, 51, 57, 77</p> <p>Main character, Ruby, values her & others’ uniqueness: 2-3; 16; 18; 26-27; 28-29; 32; 44-45; 72; 80-81</p> <p>Art throughout embraces physical differences.</p>	<p>Form 4.3;</p> <p>Appendix B (Culture Moves)</p>
<p>b. Describe how the media influences health choices (i.e. Terrance the Rat; see www.gorat.com).</p>	<p>30-31 (restaurant media, inc. blue sidebar on p. 31 w/model of AN); 80-81 (inc. sidebars: blue w/AN & potentially EV, yellow w/AP of PA instead of using media services & products)</p>	<p>U2: L14 (AP, AN); U6: L35 (AP, AN, SYN—create, & potentially EV—judge);</p> <p>Form 6.2</p> <p>OL: ext. of U3, L23, form 2.11 (positive media influences; AP, AN); ext. of U6, L35, form 2.14 (potentially negative media influences; media techniques; AP, AN)</p>
<p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, S, D, M, PH)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Identify ways to communicate care, consideration, and respect of self and others.</p>	<p>Story line models throughout.</p> <p>Special focus, e.g., 14 (play safely, inc. blue sidebar w/AP); 23 (inc. both sidebars w/AP, lower also w/model of AN); 34-35; 39 (inc. sidebar w/AP); 45; 46-47; 50-51; 56-57 (inc. blue sidebar w/AP); 60-61 (inc. blue sidebars</p>	<p>U1: L11 (AP, AN, potentially SYN—plan); U2: L16 (AP, AN, SYN—create); U3: L17 (AP), L19 (AP, AN, SYN—assemble, construct [lists]), L20 (AP, AN); L21 (AP, AN), L23 (AP, AN); U4: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN, SYN—plan); U5: 32; U6: L34 (AP, AN),</p>

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	w/AP); 63 (inc. blue sidebar, lower section w/AP & SYN—plan); 72-73; 78-79 (inc. text question w/AN & potentially SYN & EV)	L35 (AP, AN, SYN—create, & potentially EV—judge), L36 (AP, AN) Form 1.6a-g, 3.2 (AP, AN), 3.3 (AN) OL: ext. of U4, L27 (positive and negative communication skills; AP, AN); ext. of U5, L29, form 2.12 (verbal and non-verbal communication skills; AP, AN)
b. Demonstrate refusal skills to enhance health (i.e. just say no, don't talk to strangers).	4-5 (inc. top blue sidebar w/AP & model of AN & lower blue sidebar w/AP & SYN—plan); 22-23 (inc. sidebars w/AP, lower also w/model of AN); 66-67 (inc. top sidebar w/AP & SYN—plan)	U1: L2 (AP, AN, SYN—plan), L11 (AP, AN, potentially SYN—plan); U5: L29 (AP, AN) Forms 1.4; 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN--plan); OM p. 2, L27, OM p. 3, L29 & L31 OL: ext. of U4, L27 (positive and negative communication skills; AP, AN); ext. of U5, L29, form 2.12 (verbal and non-verbal communication skills; AP, AN)
c. Distinguish between evaluations of performance and personal worth.	38-39 (inc. blue sidebar w/AP & model of AN); 16-17 Main character, Ruby, values her & others' uniqueness: 2-3; 16; 18; 26-27; 28-29; 32; 44-45; 72; 80-81	U3: L17 (AP); U1: L8 (AP, AN)
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance		

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health. (N, PH, H, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>a. Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).</p>	<p>4-5 (inc. top blue sidebar w/AP & model of AN, lower blue sidebar w/AP & SYN—plan), 6-7 (inc. text question w/AN & sidebar w/AP), 8-9 (inc. blue sidebars w/AP); 14 (inc. blue sidebar w/AP); 16-17 (inc. blue sidebar w/AN question), 18-23 (inc. blue sidebars w/AP, also w/model of AN on p. 23—lower blue sidebars); 26-27 (inc. blue sidebar w/AP); (28-29 (inc. blue sidebars w/AP); 48-49 (inc. top blue sidebar w/AP, lower blue w/model of AN, & yellow sidebar w/AP of PA); 66-67 (inc. top sidebar w/AP & SYN—plan); 68-69; 70-71 (inc. text question w/AP), 72-73 (inc. yellow sidebar w/AP of PA); 77 (lower blue sidebar w/AP & model of AN); 78-79 (inc. text question w/AN & potentially SYN—plan)</p> <p>Entire story line discusses/models health choices.</p>	<p>U1: L2 (AP, AN, SYN—plan), L3 (AP, AN), L4 (AP, AN), L8 (AP, AN), L9 (AP), L10 (AP, AN, potentially SYN—plan), L11 (AP, AN, potentially SYN—plan), U2: L12 (AP, AN), L13 (AP, AN), U3: L22 (AP, AN), L29 (AP, AN), L30 (AP, AN), L31 (AP, AN), L32 (AP, AN), U6: L33 (AP, AN), L34 (AP, AN)</p> <p>Forms 1.2, 1.3 (AP, AN), 2.1 (AP), 2.2, 2.3 (AP), 5.1 (AP, AN), 5.2 (AP), 5.3 (AP, SYN—plan), 6.1 (AP)</p> <p>OL: ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors; AP, AN); ext.of U2, L14, form 2.7 (plan a healthy family meal; AP)</p>
<p>b. Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions).</p>	<p>Entire story line discusses/models positive health choices, e.g:</p> <p>Staying safe & healthy: 8-9; 10-11, 12-13 (blue sidebar w/AP & model of AN); 22-23 (inc. sidebars w/AP, lower also w/model of AN); 28-29 (food safety, inc. It blue sidebar w/AP); 50-51; 66-67 (inc. top sidebar w/AP & SYN—plan); 68-69; 72-73; 77 (inc. lower blue sidebar w/AP & model of AN);</p>	<p>U1: L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L6 (AP, AN), L8 (AP, AN), L9 (AP), U2: L13 (AP, AN), L23 (AP, AN), U4: L28 (AP, AN, SYN—plan), L29 (AP, AN), L30 (AP, AN), L31 (AP, AN), L32 (AP, AN), L33 (AP, AN)</p> <p>OL: ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors; AP, AN)</p>

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	<p>Decision-making itself: 62-63 (inc. sidebar w/AP & model of SYN);</p> <p>Having fun: 6-7; 14-15 (inc. blue sidebar w/AP); 16-17 (inc. blue sidebar w/AN question); 18-19 (inc. blue sidebars w/AP); 70-71; 82-83 (inc. lower blue sidebar w/AP & SYN—plan & yellow sidebar w/AP of PA)</p>	
c. Explain how goal-setting affects decision-making.	<p>Ruby, the lead character sets goals and a good example: 38-39 (inc. sidebar w/AP & model of AN); 46-47; 62-63 (inc. lower section of sidebar w/AP & SYN—plan)</p>	<p>U3: L17 (AP), L21 (AP, AN); U4: L28 (AP, AN, SYN—plan);</p> <p>Form 4.3</p> <p>OL: ext. of U2, L15, forms 2.8 and 2.9 (record eating and exercise habits, discuss pos. and neg. health behaviors; AP, AN)</p>
7. Students will demonstrate the ability to advocate for personal, family, and community health. (PH, C, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate an ability to influence others to make healthy choices.	<p>Story line models throughout, that is, Ruby influences students reading the text, e.g:</p> <p>4-5 (inc. both blue sidebars top w/AP & model of AN, lower w/AP & SYN—plan); 6-7; 8-9; 14-15; 23 (inc. lower sidebar w/AP & model of AN); 28-29; 30-31; 32-33; 61; 62-63; 66-67; 76-77</p>	<p>U1: L2 (AP, AN, SYN—plan), L3 (AP, AN), L4 (AP, AN), L7 (AP, AN, EV—predict), L11 (AP, AN, potentially SYN—plan); U2: L14 (AP, AN), L15 (AP, AN, SYN—assemble [list]); U4: L27 (AP, AN), L28 (AP, AN, SYN—plan); U5: L29 (AP, AN); U6: L33 (AP, AN);</p>

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		Forms, 5.3 (AP, SYN--plan); all Parent Newsletters (act of taking home is an AP thinking level activity): 1.4, 2.5, 3.7, 4.3, 5.4, 6.2
b. Explore ways individual contributions can contribute to community health (i.e. clean-up projects, adopt-a-mile projects).	76-77 (inc. blue sidebars w/AP, lower also w/model of AN); 78-79 (inc. text question w/AN & potentially SYN & EV)	U6: L33 (AP, AN), L34 (AP, AN); Forms 6.1 (AP), 6.2; OL: ext. of U6, L34, form 2.13 (community and environmental health; AP, AN, & potentially SYN—construct new meaning from this [collective] learning through volunteer opportunities)

- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.

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Human Kinetics
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Health

Third Grade (Green Level)

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher’s Legend:

- **U = Unit in the Teacher’s Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher’s Guide.**
- **Forms are only in the Teacher’s Guide. E.g., Form 1.4 is the fourth form provided in Unit 1.**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom’s Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The WOW! Teacher’s Guide requires students to use the application (AP) level of thinking when using vocabulary words in context, first page of each lesson.

e. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

f. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, D, M, S, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify types of childhood injuries and illnesses and ways for prevention and treatment.	8-9 (inc. blue sidebars w/AP, AN); 12-13 (inc. blue sidebar w/AP); 14-15 (inc. blue sidebars w/AP); 17 (inc. sidebars w/AP); 18-19 (inc. blue sidebars w/AP); 27 (inc. rt blue sidebar w/AP); 32-33 (inc. lower rt blue sidebar w/AP); 36-37; 38-39 (inc. 2nd blue sidebar w/AP); 54-55 (inc. blue sidebars w/AP, AN & lower sidebar also w/SYN—plan); 58-59 (inc. lt blue sidebar w/AP & SYN—plan & rt blue sidebar w/AP, AN); 60-61 (inc. blue sidebars w/e.g.s of cause/effect); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 65 (inc. top blue sidebar w/AN e.g. of cause/effect & lower blue sidebar w/AP & SYN of L1, p.2 sidebar & SYN of L5, p. 11 lower blue sidebar); 66-67 (inc.	U1: L4 (AP, AN), L5 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9 (AP, AN); U2: L10 (AP, AN), L11 (AP, AN, SYN), L12 (AP, AN), L14 (AP, AN), L15 (AP, AN, E.G. OF SYN); U3: L16 (AP, AN), L17 (AP); U4: 24; U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN); U6: L30 (AP, AN), L31 (AP, AN, SYN), L32 (AP, AN), L33 (AP, AN), L34 (AP, AN, SYN), 35; Forms 1.9 (AP, AN), 1.10, 1.4, 1.6a-g (AP, AN), 1.7, 1.14, 3.1 (AP, AN), 3.2, 3.3 (AP, AN), 3.4, 3.6, 5.1 (AN e.g. of cause/effect), 5.2, 5.5 (AN e.g. of cause/effect), 5.6, 6.3

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	<p>blue sidebar w/AN & potentially EV); 70-71 (inc. lower sidebar w/AP, AN, SYN—plan); 73 (inc. blue sidebar w/AP of PA); 74-75 (inc. AN—riddle); 76-77 (inc. lower blue sidebar w/AP); 78-79 (inc. blue sidebars w/AP); 80-81 (inc. blue sidebars w/AP & lower blue w/potential SYN—plan); 83 (inc. blue sidebars w/AP, lowest blue also w/potential SYN—plan);</p> <p>See also Art: 8, 54 (helmets and knee and elbow pads); 12 (heat, earthquake, tornado, and winter storm safety); 32 (drinking lots of water); 38 (preventing the spread of germs by sneezing into elbow); 69, 80 (using gloves to pick up litter).</p>	
<p>b. Recognize and describe the relationship between personal health behaviors and individual well-being.</p>	<p>Global note: The story line frequently shows characters modeling good decision-making and who might assist.</p> <p>Focus of: 2-3 (inc. lt blue sidebar w/AN), 6-7 (inc. lower 2 blue sidebars w/AP of PA); 8-9 (inc. blue sidebars w/AP, lt also w/AN); 10-11 (inc. blue sidebars w/AP, lower blue also w/AN, SYN—plan); 12-13 (inc. blue sidebar w/AP); 14-15 (inc. blue sidebars w/AP); 16-17 (inc. sidebars w/AP); 18-19 (inc. blue sidebars w/AP); 22-23 (inc. blue sidebars AN, lower blue also w/AP); 24-25 (inc. top blue sidebar w/AN); 26-27 (inc. rt blue sidebar w/AP); 30-31 (inc. blue sidebars w/AP, lower blue also w/AN); 32-33 (inc. lowest blue sidebar w/AP); 39 (inc. 2nd blue sidebar w/AP); 46-47 (inc. top blue sidebar w/AP, AN, SYN—plan); 49 (inc.</p>	<p>U1: L2 (AP, AN), L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9 (AP, AN); U2: L10 (AP, AN), L12 (AP, AN), L14 (AP, AN), L15 (AP, AN, e.g. of SYN); U3: L17 (AP) ; U4: L21 (AP, AN), L24 (AP, AN); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN); U6: L30 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN), L36 (AP, AN, SYN—plan);</p> <p>Forms 1.4, 1.6a-g (AP, AN), 1.13 (AN), 1.14, 2.1 (AN, SYN, EV—predict), 2.2, 3.6, 4.3 (AN), 4.4, 5.1 (AN e.g. of cause/effect), 5.2, 5.3 (AN), 5.4, 5.5 (AN e.g. of cause/effect), 5.6, 6.3</p>

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	<p>yellow sidebar w/AP of PA); 54-55 (inc. blue sidebars w/AP, AN, lower blue also w/SYN—plan); 58-59 (inc. blue sidebars w/AP, It also w/potential SYN—plan & rt also w/potential AN); 60-61 (inc. blue sidebars w/AN e.g.s of cause/effect); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 65 (AN e.g. of cause/effect top; syn of L1, p.2 sidebar & syn of L5, p. 11 bottom); 70-71 (inc. lower sidebar w/AP, AN, SYN—plan); 78-79 (inc. blue sidebars w/AP); 80-81 (inc. blue sidebars w/AP, lower blue also potentially SYN—plan); 83 (inc. blue sidebars w/AP, lowest blue also potentially SYN—plan);</p> <p>Physical activity sidebars (yellow) (AP of PA): 5, 11, 15, 29, 37, 47, 49, 53, 61, 67, 73, 77, 81; Additional health sidebars (blue): 51 (AP, AN), 53 (AP, AN), 73 (AP),</p>	
<p>c. Identify proper use of resources in health promotion and disease prevention.</p>	<p>Mr. G, the teacher in the story line models teachers as resources, e.g., 12-13, 14-15; 16-17; 31 (inc. blue sidebars w/AP, lower blue also w/AN); 58-59 (inc. rt blue sidebar w/AP & potentially AN); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 74-75; 76-77; 79; 81; 82-83</p> <p>School as an assisting agency in making healthy choices is modeled often in the story line, e.g. 12-17, 30-33, 38-39, 40-43 (inc. AN of diagrams), 58-63, 78-79, 80-81,</p> <p>Other agencies: 74, 81 (inc. top blue sidebar</p>	<p>U1: L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9 (AP, AN); U2: L14 (AP, AN); U5: L25 (AP, AN), L27 (AP, AN); U6: L32 (AP, AN), L34 (AP, AN, SYN), 36;</p> <p>Forms 1.7, 1.8, 1.14, 6.2 (AN), 6.3</p>

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	w/AP & EPA URL) Parent: 8-9; 19 Nurses, doctors, EMT, etc: 74-75	
d. Define nutritional terms on food labels (i.e. fats, calories, etc.).	26-27 (inc. rt blue sidebar w/AP)	U2: L12 (AP, AN)
2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (PH, C, S)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Investigate how the availability of health services affects the community.	Mr. G, the teacher in the story line models teachers as resources; 12-13, 14-15; 16-17; 31 (inc. blue sidebars w/AP, lower blue also w/AN); 58-59 (inc. rt blue sidebar w/AP & potentially AN); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 74-75; 76-77; 79; 81; 82-83	U1: L7 (AP, AN), L8 (AP), L9 (AP, AN); U5: L25 (AP, AN), L27 (AP, AN); U6: L32 (AP, AN), L33 (AP, AN), L34 (AP, AN, SYN), L36 (AP, AN, SYN—plan); Forms 1.7, 1.8, 6.3
b. Identify and discuss hazardous products.	8-9 (inc. rt blue sidebar w/AP); 22-23 (inc. blue sidebars w/AN, lower blue also w/AP); 31 (inc. blue sidebars w/AP, lower blue also w/AN); 58-59 (inc. blue sidebars w/AP, It also w/potential SYN—plan & rt also w/potential AN); 60-61 (inc. blue sidebars w/AN e.g.s of cause/effect); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 65 (inc. top blue sidebar w/AN e.g. of cause/effect; bottom blue	U1: L6 (AP, AN, EV); U2: L10 (AP, AN); U3: L17 (AP); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN); U6: L30 (AP, AN), L31 (AP, AN, SYN), L32 (AP, AN), L33 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN); Forms 1.14, 3.1 (AP, AN), 3.2, 3.3 (AP, AN),

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	w/SYN of L1, p.2 sidebar & SYN of L5, p. 11 bottom blue); 66-67 (inc. blue sidebar w/AN, potentially EV); 70-71 (esp. top blue sidebar); 73 (inc. blue sidebar w/AP re: TV); 74-81 (pollution)	3.4, 3.6, 5.1 (AN e.g. of cause/effect), 5.2, 5.3 (AN), 5.4, 5.5 (AN e.g. of cause/effect), 5.6, 6.1 (AN, SYN, EV—predict), 6.2 (AN), 6.3
c. Identify characteristics of valid health information and health promoting products and services.	<p>Modeled in story line by Mr. G and the school settings depicted, e.g., 12-13, 14-15; 16-17; 31 (inc. blue sidebars w/AP, lower blue also w/AN); 58-59 (inc. rt blue sidebar w/AP & potentially AN); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 74-75; 76-77; 79; 81; 82-83;</p> <p>School as an assisting agency in making healthy choices is modeled often in the story line, e.g., 12-17, 30-33, 38-39, 40-43 (inc. AN of diagrams), 58-63, 78-79, 80-81;</p> <p>Other agencies: 74-75; 81 (EPA site)</p> <p>See also art: 50 (use of sunscreen while out in the sun); 69, 80 (using gloves to pick up litter)</p>	<p>U1: L4 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9; U2: L11 (AP, AN, SYN), L14 (AP, AN), L15 (AP, AN, e.g. of SYN); U3: L17 (AP), L18 (AP); U4: L24 (AP, AN); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN); U6: L32 (AP, AN), L33 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN), 36;</p> <p>Forms 1.7, 1.8, 1.14, 6.3</p>
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (M, S, CH, PH, F)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate ways to avoid and reduce threatening situations (i.e. conflict	Related to interpersonal relationships: 10-11 (inc. blue sidebars w/AP, lower also w/AN & SYN—plan); 17 (inc. bottom sidebar w/AP);	U1: L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN); U3: L17 (AP); U4: L20 (AP, AN, EV—predict), L21

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<p>resolution).</p>	<p>46-47 (inc. top blue sidebar w/AP, AN, SYN—plan); 48-49; 54-55 (inc. blue sidebars w/AP, AN & lower sidebar also w/SYN—plan); 58-59 (inc. lt blue sidebar w/AP & SYN—plan & rt blue sidebar w/AP, AN); 60-61 (inc. blue sidebars w/e.g.s of cause/effect); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 65 (inc. top blue sidebar w/AN e.g. of cause/effect & lower blue sidebar w/AP & SYN of L1, p.2 sidebar & SYN of L5, p. 11 lower blue sidebar); 66-67 (inc. blue sidebar w/AN & potentially EV); 70-71 (inc. lower sidebar w/AP, AN, SYN—plan);</p> <p>Other situations: 8-9 (inc. rt blue sidebar w/AP); 12-13 (inc. blue sidebar w/AP); 14-15 (inc. blue sidebars w/AP); 39 (inc. 2nd blue sidebar w/AP); 74-75 (inc. AN—riddle); 76-77; 78-79 (inc. blue sidebars w/AP); 80-81 (inc. blue sidebars w/AP, lower blue also potentially SYN—plan)</p>	<p>(AP, AN), L24 (AP, AN); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN); U6: L30 (AP, AN), L31 (AP, AN, SYN), L32 (AP, AN), L33 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN);</p> <p>Forms 1.6a-g (AP, AN), 1.14, 3.1 (AP, AN), 3.2, 3.3 (AP, AN), 3.4, 3.6, 4.1 (EV—predict), 4.2 (SYN), 4.4; 5.1 (AN e.g. of cause/effect), 5.2, 5.5 (AN e.g. of cause/effect), 5.6, 6.1 (AN, SYN, EV—predict), 6.3</p>
<p>b. List personal rights and responsibilities of individuals at home and school.</p>	<p>Global Note: Story line models throughout.</p> <p>Focus of: 2 (blue sidebar w/AN); 4-5 (inc. bottom blue sidebar w/AN); 10-11(inc. blue sidebars w/AP, lower also w/AN & SYN—plan); 18-19 (inc. blue sidebars w/AP re: self-care); 28-29 (cultural rights/choices); 31 (inc. bottom blue sidebar w/AP, AN); 39 (inc. 2nd blue sidebar w/AP re: self-care); 46-47 (inc. top blue sidebar w/AP, AN, SYN—plan); 50-51; 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 78-79 (inc. blue sidebars w/AP); 80-81 (inc. blue sidebars w/AP, lower blue also</p>	<p>U1: L2 (AP, AN), L5 (AP, AN), L9 (AP, AN); U2: L13 (AP, AN), L14 (AP, AN); U3: L17 (AP); U4: L20 (AP, AN, EV—predict), L22 (AP); U6: L35 (AP, AN, potentially SYN);</p> <p>Forms 1.6a-g (AP, AN), 1.13 (AN), 1.14, 3.3 (AP, AN)-3.4, 3.6, 6.3,</p> <p>Appendix B (AP of PA) “Cultural Changes”</p>

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	w/potentially SYN—plan); Art models curb cut, p. 70; kid in wheelchair: 1, 12, 14, 16, 42, 58	
c. Explore alternative techniques in managing stress.	7 (top blue sidebar w/AP ideas); 16 art (stress management as part of circuit); 17 (inc. lower blue sidebar w/AP of good sporting behavior); 33 (upper rt blue sidebar); 58-59 (rt blue sidebar w/AP, AN, potentially AN); Yellow PA sidebar (AP), focus of: 19 Yellow PA sidebars (AP of PA): 5, 11, 15, 29, 37, 47, 49, 53, 61, 67, 73, 77, 81	U1: L3 (AP, AN), 8, 9; U2: L15 (AP, AN, e.g. of SYN); U5: L25 (AP, AN); Forms 1.13 (An), 1.14, 4.1 (EV—predict), 4.2 (SYN), 4.4, 5.6
4. Analyze the influence of culture, media, technology, and other factors on health. (PH, H, F, CH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe how culture influences personal health behaviors.	4-5 (inc. lower blue sidebar w/AN); 28-29; 47 (esp. lower blue sidebar) Multicultural facts (peach sidebars) raise awareness: 19, 25, 27, 29, 39, 55, 73	U1: L2 (AP, AN); U2: L13 (AP, AN); U4: L20 (AP, AN, EV—predict), L21 (AP, AN); Appendix B (AP of PA) “Cultural Changes”
b. Analyze how the media influences thoughts, feelings, and health behavior.	Focus of: 66-67 (inc. blue sidebar w/AN & potentially EV); 65 (inc. top blue sidebar w/AN e.g. of cause/effect); 70-71; 22-23 (inc. blue sidebars w/AN, lower blue also w/AP); 24-25 (inc. top blue sidebar)	U5: L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN); U6: L30 (AP, AN); Form 6.3

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	Also: 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect)	
c. Identify ways that health care technology can impact personal health.	8-9 (inc. rt blue sidebar w/AP); 13 (inc. blue sidebar w/AP); 14-15 (911 & inc. blue sidebars w/AP); 18-19 (toothbrush, paste, floss & inc. top blue sidebar w/AP); 36-37 (tech behind knowledge, e.g., microscope; tech of immunization); 55 (helmet discussion in lower blue sidebar); 83 (sunscreen, lowest blue sidebar w/AP idea); See also art: 50 (sunscreen); 54 (helmets); 69 & 80 (gloves)	U1: L4 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9 (AP, AN); U2: L11 (AP, AN, SYN); U4: L24 (AP, AN); Forms 1.4, 1.14
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (M, F, H, PH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.	Story line models positive and proactive communication of wants and needs. Specific examples and tips are offered on 2 (blue sidebar w/AN); 10-11 (inc. blue sidebars w/AP, lower also w/AN & SYN—plan); 17 (inc. bottom sidebar w/AP); 43 (sporting behavior); 46-47 (AP, AN, SYN); 50-51; 52 art (giving hugs); 54 art (kids nonverbally showing that they do not want to cause trouble); 58-59 (AP, AN, potentially SYN); 62-63	U1: L5 (AP, AN), 8; U4: L20 (AP, AN, EV—predict), L22 (AP), L23 (AP, AN, SYN); U5: L25 (AP, AN), L27 (AP, AN); Forms 1.6a-g (AP, AN), 1.14, 4.1 (EV—predict), 4.2 (SYN), 4.4
b. Apply ways to properly	Focus of: 2 (sidebar, AN); 10-11 (AP, AN,	U1: L5 (AP, AN), 8; U4: L20 (AP, AN, EV—

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<p>communicate care, consideration and respect for self and others.</p>	<p>SYN); 36-37; 46-47 (AP, AN, SYN); 50-51; 54-55 (AP, AN, SYN); 58-59; 62-63,</p> <p>Story line models positive and proactive communication of wants and needs.</p> <p>Specific examples and tips are offered on 10-11 (AP, AN, SYN); 17 (AP); 43 (sporting behavior); 46-47 (inc. top blue sidebar w/AP, AN, SYN—plan); 50-51; 58-59 (inc. lt blue sidebar w/AP & SYN—plan & rt blue sidebar w/AP, AN); 62-63</p>	<p>predict), L22 (AP), L24 (AP, AN)L24 (AP, AN) (AP, AN); U5: L25 (AP, AN), L27 (AP, AN);</p> <p>Forms 1.6a-g (AP, AN), 1.14; 3.6; 4.1 (EV—predict), 4.2 (SYN), 4.4</p>
<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Communicate information that promotes positive health choices (i.e. nutrition, physical activity, drug use, peer choices).</p>	<p>Global Note: Story line models throughout.</p> <p>62-63: Students share anti-ATOD info (model of AP).</p>	<p>Lessons and forms have students create such products throughout (all AP), e.g., U1: L2, L4 (posters); U1: L5 (skit); U1: L7 (role-playing); U2, L11 (TV ad); U3, L18 (riddles); U4, L21 (mock family meeting, also AN); U4, L22 (poem, also SYN); U4, 23 (letter-writing, also SYN w/Form 4.2); U5, L25 (rap, poem, song, also SYN); U5, L28 (comic strip, also SYN); U6, 31 (role-play, research w/SYN); U6, L33 (poem, also SYN)</p> <p>Taking home Parent Newsletters is an application (AP) thinking level activity: Forms 1.14, 2.2, 3.6, 4.4, 5.6, 6.3</p>

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<p>b. Demonstrate the ability to practice healthy choices.</p>	<p>6-7 (inc. lower 2 blue sidebars w/AP of PA); 8-9 (inc. blue sidebars w/AP, It also w/AN); 10-11 (inc. blue sidebars w/AP, lower blue also w/AN, SYN—plan); 12-13 (inc. blue sidebar w/AP); 14-15 (inc. blue sidebars w/AP); 16-17 (inc. sidebars w/AP); 18-19 (inc. blue sidebars w/AP); 22-23 (inc. blue sidebars AN, lower blue also w/AP); 24-25 (inc. top blue sidebar w/AN); 26-27 (inc. rt blue sidebar w/AP); 30-31 (inc. blue sidebars w/AP, lower blue also w/AN); 32-33 (inc. lowest blue sidebar w/AP); 39 (inc. 2nd blue sidebar w/AP); 46-47 (inc. top blue sidebar w/AP, AN, SYN—plan); 52-53 (inc. lower rt blue sidebar w/AP, AN); 54-55 (inc. blue sidebars w/AP, AN, lower blue also w/SYN—plan); 58-59 (inc. blue sidebars w/AP, It also w/potential SYN—plan & rt also w/potential AN); 60-61 (inc. blue sidebars w/AN e.g.s of cause/effect); 62-63 (inc. top blue sidebar w/AN e.g. of cause/effect); 65 (AN e.g. of cause/effect top; syn of L1, p.2 sidebar & syn of L5, p. 11 bottom); 66-67 (inc. blue sidebar w/AN, potentially EV); 70-71 (inc. lower sidebar w/AP, AN, SYN—plan); 78-79 (inc. blue sidebars w/AP); 80-81 (inc. blue sidebars w/AP, lower blue also potentially SYN—plan); 83 (inc. blue sidebars w/AP, lowest blue also potentially SYN—plan);</p> <p>Physical activity sidebars (yellow) (AP of PA): 5, 11, 15, 29, 37, 47, 49, 53, 61, 67, 73, 77, 81;</p> <p>Additional health sidebars (blue): 5 (top w/AP, lower w/AN); 51 (inc. lower It blue sidebars w/AP, top left also w/AN), 73 (AP of PA), 81</p>	<p>U1: L2 (AP, AN), L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L6 (AP, AN, EV), L7 (AP, AN), L8 (AP), L9 (AP, AN); U2: L10 (AP, AN), L11 (AP, AN, SYN), L12 (AP, AN), L13 (AP, AN), L14 (AP, AN), L15 (AP, AN, e.g. of SYN); U3: L17 (AP); U4: L20 (AP, AN, EV—predict), L24 (AP, AN); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN); U6: L30 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN), L36 (AP, AN, SYN—plan);</p> <p>Forms 1.2 (AP), 1.4, 1.6a-g (AP, AN), 1.13 (AN), 1.14, 2.1 (AN, SYN, EV—predict), 2.2, 3.1 (AP, AN), 3.2, 3.3 (AP, AN), 3.4, 3.6, 4.3 (AN), 4.4, 5.1 (AN e.g. of cause/effect), 5.2, 5.3 (AN), 5.4, 5.5 (AN e.g. of cause/effect), 5.6, 6.1 (AN, SYN, EV—predict), 6.3</p>
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Human Kinetics—World of Wellness Health Education Series: Third Grade (Green Level)

	(both w/AP, & lower also potentially SYN—plan)	
c. Develop a personal health plan and track progress toward achievement.	<p>16-17 (inc. top blue sidebar w/AP); 22-23; 27 (inc. rt blue sidebar w/AP); 52-53 (inc. lower rt blue sidebar w/AP, AN);</p> <p>Physical activity sidebars (yellow) (AP of PA): 5, 11, 15, 19, 29, 37, 47, 49, 53, 61, 67, 73, 77, 81;</p> <p>Additional health sidebars (blue): 7 (all 3 w/AP); 9 (lower lt w/AP, AN); 19 (both w/AP); 51 (lt top w/AN), 73 (w/AP), 81 (both w/AP, lower also w/potentially SYN—plan), 83 (all 3 w/AP, lowest also w/potentially SYN—plan);</p> <p>Also modeled in story line, esp: 58-67</p>	<p>U2: L15 (AP, AN, e.g. of SYN); U1: L3 (AP, AN), L4 (AP, AN), L8 (AP), L9 (AP, AN); U2: L10 (AP, AN), L11 (AP, AN, SYN), L12 (AP, AN), L13 (AP, AN), L14 (AP, AN); U5: L25 (AP, AN), L26 (AP, AN), L27 (AP, AN), L28 (AP, AN), L29 (AP, AN, SYN);</p> <p>Forms 2.1 (AN, SYN, EV—predict), 1.13 (AN), 1.14, 2.2, 3.6, 4.4, 5.1 (AN e.g. of cause/effect), 5.2, 5.3 (AN), 5.4, 5.5 (AN e.g. of cause/effect), 5.6, 6.3</p>
7. Demonstrate the ability to advocate for personal, family, and community health. (CH, PH, H)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe characteristics needed to be a responsible friend and family member.	<p>Global Note: Story line models throughout.</p> <p>Focus of: 2 (sidebar w/AN); 10-11 (inc. blue sidebars w/AP, lower blue also w/AN, SYN—plan); 46-47 (inc. top blue sidebar w/AP, AN, SYN—plan), 48-49, 50-51; 54-55 (inc. blue sidebars w/AP, AN, lower blue also w/SYN—plan)</p>	<p>U1: L5 (AP, AN); U4: L20 (AP, AN, EV—predict), L21 (AP, AN), L22 (AP), L24 (AP, AN) (AP, AN);</p> <p>Forms 1.6a-g (AP, AN), 3.5 (AP), 4.3 (AN), 4.4</p>

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b. Identify and understand the importance of contributing to the community.	76-81 (inc. blue sidebars w/AP, also p. 81 lower blue w/potentially SYN—plan)	U6: L33 (AP, AN), L34 (AP, AN, SYN), L35 (AP, AN, potentially SYN); Forms 6.2 (AN), 6.3
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- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.

Human Kinetics
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Health
Fourth Grade (Blue Level)

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher’s Legend:

- **U = Unit in the Teacher’s Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher’s Guide.**
- **Forms are only in the Teacher’s Guide. E.g., Form 1.4 is the fourth form provided in Unit 1.**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom’s Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The WOW! Teacher’s Guide requires students to use the application (AP) level of thinking when using vocabulary words in context, first page of each lesson.

e. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

f. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (PH, C, D, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify a relationship between health behaviors and individual well-being.	4-9 (AP & AN, especially in blue, yellow sidebars), 8 art (tornado safety), 9 art (kids following safety rules), 10-19 (AP & AN, esp. in blue, yellow sidebars, SYN—p. 10, plan), 23 (blue sidebar, AP), 25 (moderation, also blue sidebar--AP), 26-27 (inc. blue sidebar—AP, AN), 28-29 (inc. blue sidebar—AN & yellow sidebar—AP of PA), 30-31 (inc. rt. blue sidebar—AN e.g. of cause/effect), 34-35 (inc. bottom rt. sidebar—AN), 38-39 (inc. bottom rt sidebar—AP), 41 (left blue sidebar—AP), 42-43, 46-47 (inc. yellow, blue sidebars—AP), 50-51 (inc. sidebars—AP, AN, also SYN—plan, 55-56 (inc. blue sidebar—AP, AN, SYN—plan), 58-61 (inc. blue sidebars pp. 59 & 61	U1: L2 (AP, AN, EV--value), L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L6 (AP, AN), L7 (AP, AN, SYN--create), L8 (AP, AN), L9 (AP, AN, SYN--formulate/brainstorm), U2: L11 (AP, AN), L12 (AP, AN, SYN, EV--predict), L13 (AP, AN, SYN--create), L14 (AP, AN, SYN--plan), U3: L19 (AP, SYN--create), U5: L25 (AP, AN, SYN--create), L26 (AP, AN, EV--predict), L27 (AP, AN), L30 (AP, AN, SYN--plan), U6: L33 (AP, AN, SYN--create), L34 (AP, AN, SYN--plan), L35 (AP, AN, SYN--create), L36 (AP, AN, SYN--plan), Forms 1.5 (AP, AN), 1.6, 2.3 (AN, SYN--plan), 2.4, 2.5 (framework for AN), 2.6-2.15 (tool for AP & AN), 2.16-2.18 (tools for AN), 2.19, 3.1, 4.2, 5.1 (AN), 5.2, 6.5, OM:

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	w/AN—e.g.s of cause/effect & lower rt p.59 w/AP), 62-69 (inc. blue, yellow sidebars—AP, AN, also SYN: pp. 65 & 69—blue [plan]), 76-77 (builds general media literacy; inc. blue sidebars, top: AN framework, bottom: AP), 78-79, 80-81 (inc. blue sidebars: top: AP & bottom: AP & potentially SYN—plan), 83 (inc. sidebars—AP, potentially SYN—plan)	“Optional Discussion Guide: HIV and AIDS”—the “Character Education” section
b. Distinguish between communicable and non-communicable diseases.	35 (blue sidebars, inc. AN in lower rt), 38-39 (inc. AP in lower rt blue sidebar)	U3: L15 (AP, AN, SYN--research), L17 (AP, AN), Form 3.1, OM: “Optional Discussion Guide: HIV and AIDS”
c. Identify and practice strategies to reduce the spreading of germs.	4-5 (inc. AP in top 2 blue sidebars), 6-7 (inc. AP in top blue sidebar & AN in bottom blue sidebar), 23 (inc. AP in lower lt blue sidebar), 38-39 (inc. AP in lower rt blue sidebar)	U1: L2 (AP, AN, EV--value), L3 (AP, AN), U3: L17 (AP, AN), Forms 1.1, 1.6, 3.1, OM: Each Optional Material Growth & Development Booklet, “The End is Just a Beginning” section, the “Zits and Sweat” section, and related Optional Discussion Guides minus Glossaries, “Optional Discussion Guide: HIV & AIDS” minus Glossary
d. Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).	23 (bottom blue sidebar—AP), 25 (moderation, also AP in blue sidebar), 27 (blue sidebar w/AP & AN tool)	U2: L11-12, Forms 2.4, 2.5 (framework for AN), 2.6-2.15 (tools for AP & AN), 2.16-2.18 (tools for AN), 2.19
2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, F, D, CH, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References

Human Kinetics—World of Wellness Health Education Series: Fourth Grade (Blue Level)

<p>a. Demonstrate the ability to locate resources from home, school and community that provide valid health information.</p>	<p>School features prominently as a source of info and activities, 6-7, 8-9, 14-15, 16-17, 22-23, 24-25 (URL also), 26-29, 30-31, 34-35 (inc. lower rt sidebar w/AN), 38-39, 46-47 (inc. lower rt blue sidebar w/AP), 62-67, 72-73, 75 (blue sidebar w/AP & AN), 78-79</p>	<p>U1: L3 (AP, AN), L4 (AP, AN), L7 (AP, AN, SYN--create), L8 (AP, AN), U2: L10, L11 (AP, AN), L12 (AP, AN, SYN, EV--predict), L14 (AP, AN, SYN--plan), U3: L15 (AP, AN, SYN--research), U4: L20 (AP, AN), U5: L27 (AP, AN), L28 (AP, AN, SYN--create), L29 (AP, AN), U6: L31 (AP, AN), L32 (AP, AN, SYN--plan, EV--predict), Forms 1.2 (AN), 1.3, 1.6, 2.19, 3.1, 4.2, 5.2, 6.1 (AP), 6.2 (AP), 6.3 (AP), 6.5, Appendix B (AP of PA) “Community Service”, “Natural Disaster Jeopardy”</p>
<p>b. Distinguish between fact and opinion in health information.</p>	<p>28-29 (inc. blue sidebar w/AN), 66-67 (inc. bottom blue sidebar w/AN framework), 76-77</p>	<p>U1: L8 (AP, AN), U2: L13 (AP, AN, SYN--create), U5: L29 (AP, AN), U6: L33 (AP, AN, SYN--create), Forms 6.4 (AN), 6.5</p>
<p>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (D, S, M)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Compare various factors influencing health.</p>	<p>Entire story line and supporting lessons model & teach which activities/foods would be health-promoting decisions.</p>	<p>Forms 1.6, 2.1, 2.3 (AN, SYN--plan), 2.5 (framework for AN), 2.6-2.15 (tools for AP & AN), 2.16-2.18 (tools for AN), 2.19 (practice opportunities), 3.1, 4.2, 5.1 (AN), 5.2, 6.5</p>
<p>b. Illustrate safety and injury prevention techniques.</p>	<p>8-9 (inc. blue sidebar with AP potential), 10-11 (inc. sidebars w/AP & AN, also p. 10 blue sidebar w/SYN—plan), 12-13 (warm-up, also p.12 sidebar w/AN tool), 14-19 (inc. blue, yellow sidebars w/AP & AN), 30-31 art</p>	<p>U1: L4 (AP, AN), L5 (AP, AN), L6 (AP, AN), L7 (AP, AN, SYN--create), L8 (AP, AN), L9 (AP, AN, SYN--formulate/brainstorm), U3: L15 (AP, AN, SYN--research), L16 (AP, SYN--research) L17 (AP, AN), U4: L22 (AP, AN), L24</p>

Human Kinetics, WOW! T.J.'s Adventures in the World of Wellness: Student Book—Blue Level (4th Grade)

Human Kinetics—World of Wellness Health Education Series: Fourth Grade (Blue Level)

	(helmets and pads), 34-35 (inc. lower rt blue sidebar w/AN), 36-37 (inc. blue sidebar w/AN), 50-51 (inc. yellow sidebars w/AN & blue sidebars top w/AP, AN, & SYN—plan & bottom w/AP), 52-54 (inc. blue, yellow sidebars w/AP), 55-56 (inc. blue sidebar w/AP, AN, SYN—plan), 58-69 (inc. blue, yellow sidebars—AP, AN, also SYN: pp. 65 & 69—blue [plan])	(AP, AN, SYN--plan), U5: L25 (AP, AN, SYN--create), L26 (AP, AN, EV--predict), L27 (AP, AN), L28 (AP, AN, SYN--create), L29 (AP, AN), L30 (AP, AN, SYN--plan), U6: L32 (AP, AN, SYN--plan, EV--predict), Forms 1.2 (AN), 1.3, 1.4, 1.5 (AP, AN), 1.6 (using conflict resolution skills), 3.1, 4.1 (AP), 4.2 (using conflict and refusal skills), 5.1 (AN), 5.2, 6.5, OM : “Optional Discussion Guide: HIV and AIDS” minus Glossary, In addition, taking home parent newsletters is an act of advocacy for preventing these risks. OM “Character Education” sections
c. Distinguish between drug use and misuse.	34-35, 36-37, 38-39, 58-61 (inc. blue sidebars pp. 59 & 61 w/AN—e.g.s of cause/effect & lower rt p.59 w/AP), 62-69 (inc. blue, yellow sidebars—AP, AN, also SYN: pp. 65 & 69—blue [plan])	U3: L15 (AP, AN, SYN--research), L16 (AP, SYN--research) L17 (AP, AN), U5: L25 (AP, AN, SYN--create), L26 (AP, AN, EV--predict), L27 (AP, AN), L28 (AP, AN, SYN--create), L29 (AP, AN), L30 (AP, AN, SYN--plan), Forms 1.5 (AP, AN) (using conflict resolution skills), 4.2 (using conflict and refusal skills), 5.1 (AN), 5.2, OM : “Optional Discussion Guide: HIV and AIDS”—the “WOW! Character Education section
4. Analyze the influence of culture, media, technology, and other factors on health. (PH, CH, C)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify advertising techniques used in marketing health related products.	7 (bottom blue sidebar w/AN), 26-27 (re: food packaging, esp. blue sidebar w/AP & AN tool), 28-29 (inc. blue sidebar w/AN), 66-67 (inc. 2 nd	U1: L3 (AP, AN), U2: L12 (AP, AN, SYN, EV--predict), L13 (AP, AN, SYN--create), U5: L29 (AP, AN), U6: L33 (AP, AN, SYN--create),

Human Kinetics, WOW! T.J.’s Adventures in the World of Wellness: Student Book—Blue Level (4th Grade)

Human Kinetics—World of Wellness Health Education Series: Fourth Grade (Blue Level)

	blue sidebar w/AN framework), 76-77 (builds general media literacy; inc. blue sidebars top w/AN framework & bottom w/AP)	Forms 2.19, 6.4 (AN), 6.5
b. Explore differences in cultural diets.	Multicultural (peach) sidebar on p. 23 and all of Unit 2 (pp. 22-31) lay the foundation for doing this	Forms 2.1, 2.2, 2.3 (AN, SYN--plan), 2.4, 2.5 (framework for AN), 2.6-2.15 (tools for AP & AN), 2.16-2.18 (tools for AN), 2.19, (U2, L10 assignment crosses cultures), Forms 1.6, 2.19, 3.1, 4.2, 5.2, 6.5 (each newsletter encourages family cooperation with nutrition, reinforcing positive student choices)
c. Analyze ways health care technology can enhance personal health.	7 (implied dental equipment), 9 art (helmets and pads), 9 (blue sidebar), 19 (lower It sidebar question), 36-37 (inhaler)	U1: L2 (AP, AN, EV--value), L3 (AP, AN), L9 (AP, AN, SYN—formulate, brainstorm), U3: L16 (AP, SYN--research) U6: L31
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, M, HG, F)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Apply a decision-making process to address personal health issues and problems.	Entire story line and supporting lessons model & teach which activities/foods would be health-promoting decisions, e.g., 50-51 decision-making skills, knowing the difference between safe and unsafe behaviors (inc. AP, AN, also SYN in top blue sidebar—plan); 68-69 consequences of making a bad decision, refusal skills (inc. blue sidebar w/AP, AN, SYN—plan)	U4: L22 (AP, AN, SYN—research), U5: L30 (AP, AN, SYN—plan). Forms 1.5 (AP, AN), 1.6, 2.3 (AN, SYN--plan), 2.5 (framework for AN), 2.6-2.15 (tools for AP & AN), 2.16-2.18 (tools for AN), 2.19 (practice opportunities). 3.1, 4.2, 5.1 (AN), 5.2, 6.4 (AN), 6.5 Also, OL: ext. of U5, L25-28, form 4.21--drug abuse prevention
b. Identify ways to be	Story line models use of effective	U1: L2 (AP, AN, EV--value), L5 (AP, AN), L9

Human Kinetics, WOW! T.J.'s Adventures in the World of Wellness: Student Book—Blue Level (4th Grade)

Human Kinetics—World of Wellness Health Education Series: Fourth Grade (Blue Level)

<p>sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement).</p>	<p>communication techniques, e.g., 5 (Friendship sidebar), 10-11 (inc. sidebars w/AP & AN, also p. 10 blue sidebar w/SYN—plan), 13 art (kid in wheelchair included in basketball game), 14-15 art (kid in wheelchair included in basketball game), 15 (esp. lower lt sidebar w/AP), 17 (last paragraph in story), 18-19 (inc. lt blue sidebar w/AN), 34-37 (inc. blue sidebars—lower rt on p. 35 & p. 37 w/ AN), 46-49 (inc. blue sidebars w/AP), 50-51 (inc. top blue sidebar w/AP, AN, SYN—plan), 52-54 (inc. blue sidebars w/AP), 59, 68-69 (inc. blue sidebar w/AP, AN, SYN—plan), 72-75 (inc. bottom blue sidebar, p. 73 w/AN & blue sidebar, p. 75 w/AP & AN)</p>	<p>(AP, AN, SYN—formulate, brainstorm), U3: L15 (AP, AN, SYN--research), L16 (AP, SYN--research) U4: L20 (AP, AN), L21 (AP, AN), L23 (AP, AN, SYN--plan), L25 (AP, AN, SYN--create), U5: L30 (AP, AN, SYN--plan), U6: L31 (AP, AN), L32 (AP, AN, SYN--plan, EV--predict), Forms 1.5 (AP, AN), 4.1 (AP), 4.2, 5.1 (AN), 5.2, Appendix B (AP of PA) “Musical Moods”, OM: Each Optional Material Growth & Development Booklet, “Roller Coaster Ride” section, and related Optional Discussion Guides minus Glossaries</p>
<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, F, M, D)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Investigate the effects of exercise on well-being.</p>	<p>12-19 (inc. yellow, blue sidebars, esp. AN blue on p.12, upper lt blue on p. 15, & yellow on p. 19); w/AP in lower rt part on p. 17, & rt blue on p. 19), 31 (esp. yellow sidebar w/AP & rt blue sidebar w/AN e.g. of cause/effect), 41 (left blue sidebar w/AP), 43 (blue sidebar), 47 (yellow sidebars w/AP), 50-51 (yellow sidebars w/AN), 59 (rt blue sidebar w/AP), 62 (2nd blue sidebar w/AP), 67 (yellow sidebar w/AP), 82-83 (inc. yellow sidebars w/AP and rt also w/potential SYN—plan)</p>	<p>U1: L6 (AP, AN), L7 (AP, AN, SYN--create), L8 (AP, AN), L9 (AP, AN, SYN—formulate, brainstorm), U2: L14 (AP, AN, SYN--plan), U3: L18 (AP, AN, SYN--create, plan), U4: L21 (AP, AN), L22 (AP, AN), U6: L36 (AP, AN, SYN--plan), Forms 1.6, 2.3 (AN, SYN—plan), 5.1 (AN), and 5.2</p>

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<p>b. Explain the impact of drug abuse on the individual, family, and community.</p>	<p>58-61 (inc. blue sidebars w/AN e.g.s of cause/effect [lt on p. 59, lt on p. 61] & AP [rt on p. 59]), 62-63 (inc. blue sidebars, AP in 2nd & AN in 3rd & 4th), 64-69 (inc. p. 65 blue sidebar w/AP & SYN—plan, p. 67 yellow sidebar w/AP, p. 69 blue sidebar, bottom section on consequences)</p>	<p>U4: L24 (AP, AN, SYN--plan), L25 (AP, AN, SYN--create), L26 (AP, AN, EV--predict), U5: L27 (AP, AN), L28 (AP, AN, SYN--create), L29 (AP, AN), L30 (AP, AN, SYN--plan), Forms 1.5 (AP, AN) (using conflict resolution skills), 4.2 (using conflict and refusal skills), 5.1 (AN), 5.2</p>
<p>c. Identify factors that influence decision-making.</p>	<p>Entire story line and supporting lessons model & teach which activities, foods would be health-promoting decisions, especially 50-51 decision-making skills, knowing the difference between safe and unsafe behaviors (inc. AP, AN, also SYN in top blue sidebar—plan); 68-69 consequences of making a bad decision, refusal skills (inc. blue sidebar w/AP, AN, SYN—plan) Also 55-56, 76-77 (inc. blue sidebars: top w/AN framework & bottom w/AP)</p>	<p>U4: L22 (AP, AN), L24 (AP, AN, SYN--plan), U5: L30 (AP, AN, SYN—plan), U6: L33 (AP, AN, SYN--create), Forms 1.5 (AP, AN), 1.6, 2.1, 2.3 (AN, SYN--plan), 2.13, 2.14, 2.15, 2.16-2.18 (tools for AN), 2.19 (practice opportunities), 3.1, 4.2, 5.2, 6.5 Also, OL: ext. of U5, L25-28, form 4.21--drug abuse prevention</p>
<p>d. Identify proper ways to achieve health goals.</p>	<p>Entire story line and supporting lessons model & teach which activities, foods would be health-promoting decisions to achieve health goals.</p>	<p>All lessons do this, see especially Forms 1.6, 2.1, 2.3 (AN, SYN--plan), 2.13, 2.14, 2.15, 2.16-2.18 (tools for AN), 2.19 (practice opportunities), 3.1, 4.2, 5.1 (AN), 5.2, 6.5</p>
<p>7. Demonstrate the ability to advocate for personal, family, and community health. (F, H, C, N)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Identify the characteristics of a good friend.</p>	<p>Story line models qualities, esp., 5 (& lower rt blue sidebar), 8-9 (teamwork), 10-11 (inc. sidebars w/AP & AN, also p. 10 blue sidebar</p>	<p>U1: L2 (AP, AN, EV--value), L5 (AP, AN), L9 (AP, AN, SYN—formulate, brainstorm), U3: L15 (AP, AN, SYN--research), U4: L21 (AP,</p>

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	w/SYN—plan), 18-19 (inc. Being a Good Sport sidebar w/AN), 35-37, 46-54 (inc. top blue sidebar on p. 51 & blue on p. 56 [healthy boundaries--AP, AN, SYN—plan], & blue sidebars on p. 53 [AP], 60, 68-69 (inc. blue sidebar w/AP, AN, SYN—plan), 72-75 (inc. bottom blue sidebar on p. 73 & blue sidebar on p. 75)	AN), L22 (AP, AN), L23 (AP, AN, SYN--plan), U5: L26 (AP, AN, EV--predict), L30 (AP, AN, SYN--plan), U6: L31 (AP, AN), L32 (AP, AN, SYN--plan, EV--predict), Forms 1.5 (AP, AN) , 4.2
b. Demonstrate healthy choices outside the school environment.	4-5 (inc. top 2 blue sidebars w/AP), 8-11 (inc. blue sidebars w/AP, AN, & on p. 10 also SYN—plan), 18-19 (inc. yellow sidebar & lt blue sidebar w/AN), 26-31 (inc. yellow and blue sidebars w/AP & AN), 38-39 (inc. lower rt blue sidebar w/AP), 46-47 (inc. yellow sidebars w/AP), 50-51 (inc. yellow sidebars w/AN & blue sidebars top w/AP, AN, & SYN—plan & bottom w/AP), 52-54 (inc. yellow, blue sidebars w/AP), 55-56 (inc. blue sidebar w/AP, AN, & SYN—plan), 58-59 (inc. yellow sidebar & lower rt blue sidebar w/AP), 60-61, 62-63 (inc. 2 nd sidebar w/AP & 3 rd & 4 th sidebars w/AN), 64-65 (inc. blue sidebar w/AP & SYN—plan & yellow sidebar w/AP), 68-69 (consequences of making a bad decision, refusal skills (inc. blue sidebar w/AP, AN, SYN—plan), 78-79, 82-83 (inc. yellow & blue sidebars w/AP, also rt yellow and blue w/potential SYN—plan)	U1: L2 (AP, AN, EV--value), L3 (AP, AN), L4 (AP, AN), L5 (AP, AN), L9 (AP, AN, SYN—formulate, brainstorm), U3: L17 (AP, AN), L20 (AP, AN), U4: L22 (AP, AN), L23 (AP, AN, SYN--plan), L24 (AP, AN, SYN--plan), U5: L25 (AP, AN, SYN--create), L26 (AP, AN, EV--predict), L27 (AP, AN), L28 (AP, AN, SYN--create), L30 (AP, AN, SYN--plan), U6: L34 (AP, AN, SYN--plan), L36 (AP, AN, SYN--plan), Forms 1.5 (AP, AN), 1.6, 2.19, 3.1, 4.1 (AP), 4.2, 5.1 (AN), 5.2, 6.5, OM: “Optional Discussion Guide: HIV and AIDS” minus Glossary
c. Discuss ways that family time promotes healthy lifestyles.	Modeled throughout story line, e.g., 4-7, 18-19, 30-31, 40-41, 49 art (hugging), 52-54, 62-65	U3: L18 (AP, AN, SYN--create, plan), L23 (AP, AN, SYN--plan), U5: L27 (AP, AN), L28 (AP, AN, SYN--create), Parent Newsletters promote: Forms 1.6, 2.19, 3.1, 4.2, 5.2, 6.5

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<p>d. Discuss ways that individuals can contribute to community well being.</p>	<p>74-75 (inc. blue sidebar w/AP, AN), 78-81 (inc. top blue sidebar on p. 81 w/AP & bottom blue sidebar on p. 81 w/AP & potentially SYN—plan)</p>	<p>U6: L32 (AP, AN, SYN--plan, EV--predict), L34 (AP, AN, SYN--plan), L35 (AP, AN, SYN--create), Form 6.5; also taking home Parent Newsletters is an application (AP) thinking level activity for contributing to others' well-being: Forms 1.6, 2.19, 3.1, 4.2, 5.2, 6.5.</p>
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- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.

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Human Kinetics

CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Health

Fifth Grade (Purple Level)

Comprehensive Health Strands: Community/Environmental Health (C) Nutrition (N) Personal Health (PH) Consumer Health (CH) Human Growth and Development (H) Mental Health (M) Disease Prevention and Control (D) Safety and First Aid (S) Drug Abuse Prevention (DA) Family Life (F)

Publisher’s Legend:

- **U = Unit in the Teacher’s Guide, e.g., U1 is Unit 1**
- **L = Lesson, e.g., U1: L4 is Unit 1, Lesson 4 in the Teacher’s Guide.**
- **Forms are only in the Teacher’s Guide. E.g., Form 1.4 (4 pp., AP, AN, SYN—plan, EV—assess, predict) is the fourth form provided in Unit 1.**
- **OM = Optional Materials tab section**
- **PA = physical activity**
- **Bloom’s Cognitive Taxonomy/Higher thinking levels**

a. Each lesson (1-36) addresses the first two levels—Knowledge and Comprehension.

b. The following is the code used below for the other levels:

- **Application = AP**
- **Analysis = AN**
- **Synthesis = SYN**
- **Evaluation = EV**

c. The use of a code indicates that somewhere in the lesson or form marked, the thinking level is required of students one or more times.

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d. The WOW! Teacher’s Guide requires students to use the application (AP) level of thinking when using vocabulary words in context, first page of each lesson.

e. The characters in the WOW! Student Book story line model the application (AP), analysis (AN), synthesis (SYN), and evaluation (EV) levels of thinking frequently and systematically throughout the text.

f. In the Teacher’s Guide, each WOW! lesson includes an opportunity for application (AP) of physical activity through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked below.

1. Comprehend concepts related to health promotion and disease prevention. (H, D, N)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe how participation in physical activity affects the body.	3 (yellow sidebar w/AP); 12-13; 14-15 (inc. blue sidebars w/AP); 34 (inc. yellow sidebars w/AP & blue sidebar w/AP & SYN—plan); 43 (inc. lt yellow sidebar w/AN & rt yellow w/AP, also blue sidebar w/AP); 49 (lower blue sidebar); 51 (lower blue sidebar w/AP of math); 78-79 (blue sidebar w/AP & SYN—plan)	U1: L6 (AP, AN, EV—defend), L7 (AP, AN, SYN—plan, EV—assess); U3: L15 (AP, AN, SYN—create); U4: L18 (AP, AN, SYN—create); U6: L34 (AP, AN, SYN—create); Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 1.9, 2.4 (AP, SYN—plan, EV—predict), 3.4 (info for AN), 3.7, 4.6, 5.5, 6.3
b. Discuss how the body’s defenses against disease work.	36-37; 60-61 (are interfered with)	U3: L16 (AP, AN, SYN—collect, organize, create); U5: L26 (AP, AN, SYN—create); Forms 1.9, 3.1, 3.2, 3.5 (e.g. of SYN—collect), 3.6 (4 pp., SYN—collect, create), 3.7, 5.2 OM: HIV and AIDS Optional Lesson Plan &

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		Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, minus Glossary; Optional Discussion Guide: Sexual Intercourse, minus Glossary
c. Identify ways the body's defense system can be improved.	13 (left blue sidebar); 20-21; 22-23 (inc. short- & long-term effects list w/model of AN); 34-35 (inc. yellow sidebars w/AP & blue sidebar w/AP & SYN—plan); 36-37; 43 (blue sidebar w/AP); 60-61; 64-65 (inc. blue sidebar w/AN)	U1: L6 (AP, AN, EV—defend); U2: L10 (AP, AN, SYN—plan); U3: L15 (AP, AN, SYN—create), L16 (AP, AN, SYN—collect, organize, create); U5: L26 (AP, AN, SYN—create), L28 (AP, AN, SYN—plan, EV—assess); Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 1.9, 2.3a-b; 2.4 (AP, SYN—plan, EV—predict), 3.3 (AN, SYN—organize), 3.4 (info for AN), 3.7, 4.6, 5.2, 5.4 (AN, EV—assess)
d. Distinguish between healthy and unhealthy snacks.	18-19 (inc. top blue sidebar w/AP ideas); 24-25 (inc. blue sidebars w/AP & SYN—plan, p. 24 blue also w/AN); 26-27 (inc. blue sidebar w/AN info); 28-29 (inc. blue sidebars w/AP, rt blue also w/AN); 45 (left blue sidebar w/AN) Additional nutrition information: 20-23 Art—characters modeling healthy eating: 18, 20, 39, 44, vs. unhealthy—17, 23, 28, 71 (inc. lower rt blue sidebar w/AN), 73 (lower rt picture w/AP ideas)	U2: L8 (AP, AN, SYN—construct), L11 (AP, AN, SYN—plan, EV—defend); U2: L12 (AP, AN, SYN—plan, create, EV—rate), L13 (AP, AN, SYN—plan, collect), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan); Forms 1.9, 2.1 (please see www.mypyramid.gov for revision), 2.2 (AP, AN, SYN—plan), 2.5 (AP, SYN—plan), 2.7a-b (AP, AN), 2.8 (AP, AN, SYN—create), 2.9, 2.10, 3.7, 4.6, 5.5, 6.3
2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, CH, PH)		

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Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Locate and evaluate the functions of community agencies and health care professionals.	6-7 (school, 911); 9 (radio stations implied; blue sidebar w/AP & SYN—plan); 10-11 (“professional emergency help” & school nurse in top blue sidebar w/AN); 60 (special hospital & dr.); 62-63 (“treatment”); 66-67 (top blue sidebar; also morgue); 71 (top blue sidebar re: gov. health agencies); 75 (inc. blue sidebar w/AP; EPA, recycling services, URL); 76-77 (gov, lawyers, & self as advocate, inc. rt blue sidebar w/AP)	U1: L3 (AP, AN, SYN—plan, EV—assess, predict) L4 (AP, AN, SYN—plan, EV—assess, predict), L5 (AP, AN); U5: L26 (AP, AN, SYN—create), L27 (AP, AN, SYN—organize), L29 (AP, AN, SYN—construct); U6: L30 (AP, AN, SYN—plan), L32 (AP, AN) L33 (AP, AN, SYN—plan, construct); Forms 1.5, 1.9, 5.3 (AP, AN, SYN—create, potentially EV—assess), 5.5 (URL), 6.3
b. Identify the impact of health services in the community (i.e. ambulance service, rescue squad).	6-7 (school, 911); 9 (radio stations implied; blue sidebar w/AP & SYN—plan); 10-11 (“professional emergency help” & school nurse in top blue sidebar w/AN); 60 (special hospital & dr.); 62-63 (“treatment”); 66-67 (morgue); 71 (top blue sidebar re: gov. health agencies); 75 (inc. blue sidebar w/AP; EPA, recycling services, URL)	U1, L3 (AP, AN, SYN—plan, EV—assess, predict); U1, L4 (AP, AN, SYN—plan, EV—assess, predict); U1, L5 (AP, AN); U5, L27 (AP, AN, SYN—organize); U5, L29 (AP, AN, SYN—construct), U6, L30 (AP, AN, SYN—plan); U6, L32 (AP, AN); Forms 1.5, 1.9, 5.3 (AP, AN, SYN—create, potentially EV—assess), 5.5 (URL), 6.3
c. Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste).	2-3 (grooming, inc. rt blue sidebar w/AP); 8-9 (sunscreen, first aid kit, inc. blue sidebar w/AP & SYN—plan); 11 (bandages, ice, including 2 nd & 3 rd blue sidebars w/AP); 15 (yoga video; safety equipment, inc. blue sidebar w/AP); 32 (sunscreen); 34 (yoga video); 36-37 (need for tissue); 44 (art—safety equipment); 74 (art—gloves)	U1: L1 (AP, AN, EV—predict), L4 (AP, AN, SYN—plan, EV—assess, predict), L5 (AP, AN), L7 (AP, AN, SYN—plan, EV—assess); U3: L14 (AP, AN, SYN—organize, EV—defend), L15 (AP, AN, SYN—create), L16 (AP, AN, SYN—collect, organize, create); U4: L19 (AP, AN, SYN—plan, EV—defend); Forms 1.1, 1.2 (AP, AN, SYN—collect), 1.9, 6.1 (AN), 6.3
3. Demonstrate the ability to		

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<p>practice health-enhancing behaviors and reduce health risks. (PH, CH, H, N, M)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Evaluate the reliability of various health information sources.</p>	<p>3 (blue sidebar, w/AP); 26-27 (inc. blue sidebar w/AN info); 28-29 (inc. blue sidebars w/AP, rt blue also w/AN); 67 (top blue sidebar); 70-71 (media influences, inc. lower rt sidebar w/AN & lt sidebar w/AP); 72-73 (inc. lt blue sidebar w/model of AN & rt blue w/AN)</p> <p>From Peers: e.g., 54-55 (inc. left blue sidebar w/AP, AN, SYN—plan); e-mails from pen pals, 18-21 (inc. lt blue sidebar on p. 21 w/AN) & 24-25 (inc. blue sidebars w/AP & SYN—plan, p. 24 blue also w/AN)</p> <p>From School throughout, e.g., 6-7 (inc. top sidebar w/AP); 12-13; 14-15 (inc. blue sidebars w/AP); 56-57 (inc. lower lt blue sidebar w/AP).</p> <p>From Agencies, e.g., 6-7 (school, 911); 9 (radio stations implied; blue sidebar w/AP & SYN—plan); 10-11 (“professional emergency help” & school nurse in top blue sidebar w/AN); 60 (special hospital & dr.); 62-63 (“treatment”); 66-67 (top blue sidebar; also morgue); 71 (top blue sidebar re: gov. health agencies); 75 (inc. blue sidebar w/AP; EPA, recycling services, URL); 76-77 (gov, lawyers, & self as advocate, inc. rt blue</p>	<p>U1: L1 (AP, AN, EV—predict), L3 (AP, AN, SYN—plan, EV—assess, predict); U2: L12 (AP, AN, SYN—plan, create, EV—rate), L13 (AP, AN, SYN—plan, collect); U4: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE); U5: L25 (AP, AN, SYN—construct), L27 (AP, AN, SYN—organize), L29 (AP, AN, SYN—construct); U6: L30 (AP, AN, SYN—plan), L31 (AP, AN, SYN—create, EV—assess)</p> <p>Forms 1.2 (AP, AN, SYN—collect), 2.6 (AN, SYN—collect)</p> <p>Global Note: All of Teacher Edition’s lessons offer information from School. Also Forms 2.1 (please see www.mypyramid.gov for revision) (plus URL), 2.2 (AP, AN, SYN—plan) (plus URL), 2.6 (AN, SYN—collect), 2.7a-b (AP, AN), 2.8 (AP, AN, SYN—create), 2.9</p> <p>All parent newsletters are sources: Forms 1.9, 2.10, 3.7, 4.5 (AP, AN, SYN—plan), 5.5, 6.3</p>

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	<p>sidebar w/AP)</p> <p>From Home: 62-63; 78-79 (inc. blue sidebar w/AP, SYN—plan & yellow sidebar w/AP of PA)</p>	
<p>b. Examine health and fitness assessments and their role in developing a personal wellness program.</p>	<p>Special focus of: 34-35 (inc. yellow sidebars w/AP & blue sidebar w/AP & SYN—plan); 12-13</p> <p>Global Note: Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices, e.g., 12-13; 14-15 (inc. blue sidebars w/AP); 18-23; 24-25 (inc. blue sidebars w/AP, AN, SYN—plan); 28-29 (inc. blue sidebars w/AP, rt blue also w/AN); 43 (inc. It yellow sidebar w/AN); 46-47 (inc. top & lower It blue sidebars w/AP); 48-49 (lower blue sidebar); 50-51 (lower blue sidebar w/AP of math); 54-65, 67 (top blue sidebar), 78-79 (blue sidebar w/AP & SYN—plan)</p>	<p>U3: L15 (AP, AN, SYN—create); U1: L6 (AP, AN, EV—defend), L3 (AP, AN, SYN—plan, EV—assess, predict), L4 (AP, AN, SYN—plan, EV—assess, predict), L5 (AP, AN), L7 (AP, AN, SYN—plan, EV—assess); U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend), L13 (AP, AN, SYN—plan, collect); U4: L18 (AP, AN, SYN—create), L20 (AP, AN, EV—defend), L21 (AP, AN, SYN—plan, EV—defend), L22; U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L25 (AP, AN, SYN—construct), L26 (AP, AN, SYN—create), L27 (AP, AN, SYN—organize), L28 (AP, AN, SYN—plan, EV—assess), L29 (AP, AN, SYN—construct); U6: L32 (AP, AN);</p> <p>Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 2.2 (AP, AN, SYN—plan), 2.4 (AP, SYN—plan, EV—predict), 2.5 (AP, SYN—plan), 3.4 (info for AN), 4.3 (AN & SYN—plan, EV—choose), 5.3 (AP, AN, SYN—create, potentially EV—assess)</p>
<p>c. Identify personal health needs and develop long-term goals for</p>	<p>Specific to goal-setting: 22-23 (inc. short/long-term effects w/model of AN), 64-</p>	<p>Specific to goal-setting: U5, L28 (AP, AN, SYN—plan, EV—assess); U2, L10 (AP, AN,</p>

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<p>a healthy lifestyle.</p>	<p>65 (inc. blue sidebar w/AN);</p> <p>Healthy choices: 60-61, 3 (inc. blue sidebar w/AP), 12-13, 14-15 (inc. blue sidebars w/AP), 19 (inc. top blue sidebar w/AP), 21 (left blue sidebar w/AN), 24-25 (inc. blue sidebars w/AP, AN, SYN—plan), 34-35 (inc. blue sidebar w/AP & SYN—plan), 44-45 (inc. lower rt blue sidebar w/AP), 47 (left blue sidebar w/AP, AN & top blue sidebar w/AP), 48-49, 56-57, 63 (vs. consequences of bad choices), 78-79 (beyond school setting; inc. blue sidebar w/AP, SYN—plan)</p> <p>Global Note: Story line models throughout, pp. 2-15, pp. 18-29, pp. 32-37, pp. 40-51, pp. 54-67, pp. 70-79</p>	<p>SYN—plan)</p> <p>Healthy choices: U5: L26 (AP, AN, SYN—create); U1: L1 (AP, AN, EV—predict), L6 (AP, AN, EV—defend); U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend); U3: L15 (AP, AN, SYN—create); U4: L19 (AP, AN, SYN—plan, EV—defend), L21 (AP, AN, SYN—plan, EV—defend); U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L27 (AP, AN, SYN—organize) (vs. consequences); U6, L34 (AP, AN, SYN—create) (beyond school setting)</p> <p>Also Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 2.2 (AP, AN, SYN—plan), 2.3a-b, 2.4 (AP, SYN—plan, EV—predict), 2.5 (AP, SYN—plan), 3.4 (info for AN), 4.3 (AN & SYN—plan, EV—choose), 5.1 (AN, SYN—plan, EV—choose, value), 6.2 (AN, SYN—plan)</p> <p>Units 1-6, all lesson plans support this correlation and each parent newsletter reinforces: Forms 1.9, 2.10, 3.7, 4.5 (AP, AN, SYN—plan), 5.5, 6.3</p> <p>OM: HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, minus Glossary;</p>
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		Optional Discussion Guide: Sexual Intercourse “WOW! Character Education”
4. Analyze the influence of culture, media, technology, and other factors on health. (F, CH, C, P, H)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).	Pen pals and other in story line: 18-19 (inc. top blue sidebar w/AP); 20-21 (inc. lt blue sidebar w/AN); 22-23 (inc. short-long-term effects w/model of AN); 24-25 (inc. blue sidebars w/AP, AN, SYN—plan); 26-27 (inc. blue sidebar w/AN); 28-29 Multicultural (peach) sidebars: 19, 21, 22, 23, 24, 27, 57	U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend), L12 (AP, AN, SYN—plan, create, EV—rate); Forms 2.3, 2.5 (AP, SYN—plan), 2.7, 2.8 (AP, AN, SYN—create), 2.9 Each parent newsletter reinforces: Forms 1.9, 2.10, 3.7, 4.5 (AP, AN, SYN—plan), 5.5, 6.3
b. Describe the way technology affects health (i.e. video games, computers, and medical equipment).	9 (blue sidebar w/AP, SYN—plan); 11 (bandages, ice-making, inc. 2 nd & 3 rd blue sidebars w/AP); 14-15 (safety equipment, yoga video; inc. rt blue sidebar w/AP); 18-21 & 24-25 (e-mailing pen pals); 34 (video); 41 (turning off TV; inc. blue sidebars, top w/AN & lower w/AP); 44 (art—safety equipment); 45 (media sidebar w/AP); 55 (left blue sidebar, violence in media)	U1: L4 (AP, AN, SYN—plan, EV—assess, predict), L5 (AP, AN), L7 (AP, AN, SYN—plan, EV—assess); U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L11 (AP, AN, SYN—plan, EV—defend); U3: L15 (AP, AN, SYN—create); U4: L17 (AP, AN, SYN—organize, plan), L19 (AP, AN, SYN—plan, EV—defend); U5, L23 (AP, AN, SYN—construct, create) Forms 1.4 (4 pp., AP, AN, SYN—plan, EV—assess, predict) (caller ID), 1.5 (911), 1.6, 1.9

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		(as used by disaster services), 4.1 (e.g. of AN & SYN—create) (computers), 6.2 (AN, SYN—plan), 6.3 (recycling tech)
c. Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food).	3 (lower section of blue sidebar w/AP); 26-27 (inc. blue sidebar w/AN info); 28-29 (inc. blue sidebars w/AP, rt blue also w/AN); 70-71 (media influences, inc. lower rt sidebar w/AN & lt sidebar w/AP); 72-73 (inc. lt blue sidebar w/model of AN & rt blue w/AN)	U1: L1 (AP, AN, EV—predict); U2: L12 (AP, AN, SYN—plan, create, EV—rate), L13 (AP, AN, SYN—plan, collect); U6: L30 (AP, AN, SYN—plan), L31 (AP, AN, SYN—create, EV—assess) Forms 1.2 (AP, AN, SYN—collect), 1.9, 2.6 (AN, SYN—collect), 6.3
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (S, D, H, F, PH)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.	Global Note 1: Story line and art model effective verbal & non-verbal communication, e.g., 5 (art – arms folded and hand waving). Global Note 2: Story line systematically highlights & models respect for people & their differences. Active listening & problem-solving: 4-5 (inc. lt blue sidebar w/AN & upper rt blue sidebar w/AP, AN, SYN—plan); 51 (inc. top two blue sidebars w/AP); 40-41 (inc. top blue sidebar w/AN & lower blue w/AP); 54-55 (positive peer pressure) Body language (other than facial expressions): 4 (stomped, skip, gallop,	U1: L2 (AP, AN, SYN—plan, EV—predict); U4: L17 (AP, AN, SYN—organize, plan), L22, L23 (AP, AN, SYN—construct, create); Form 4.6

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	<p>shrugged); 8 (leaned forward); 14 (cringed); 42 (art-rejected girl); 54 (slumped); 59, 61, 66 (art-concern); 64 (art-pride); 70 (art-disappointment); 73 (interested, friendly); 77 (art-concentrating); 79 (art [rt] silly) Actions/reactions to situations: 2 (ran, spun, darted, rushed, saluted); 3 (pointed); 6 (clapped, shook heads); 7 (gave thumbs-up); 9 (snapped); 10 (jerked away); 19 (shook head); 21 (skidded); 24 (slapped hand over mouth); 34 (leaped); 54 (nodded); 55 (art-pinky swear); 62 (plopped, hung head); 63 (nodded)</p>	
<p>b. Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.</p>	<p>Global Note: Story line models & several sidebars discuss directly. 4-5 (inc. lt blue sidebar w/AN & upper rt blue sidebar w/AP, AN, SYN—plan); 50-51 (inc. top two blue sidebars w/AP); 40-41 (inc. top blue sidebar w/AN & lower blue w/AP); 6-7 (inc. top blue sidebar w/AP); 13 (inc. lt blue sidebar #5); 42-43 (inc. blue sidebar w/AP); 44-45 (inc. lower blue sidebar w/AP); 46-47; 48-49 (inc. top blue sidebar w/AN, SYN—plan); 54-55 (inc. lt blue sidebar w/AP, AN, SYN—plan); 56-57 (inc. lower lt blue sidebar w/AP); 64-65 (inc. blue sidebar w/AN)</p>	<p>U1: L1 (AP, AN, EV—predict), L2 (AP, AN, SYN—plan, EV—predict), L3 (AP, AN, SYN—plan, EV—assess, predict), L6 (AP, AN, EV—defend); U4: L17 (AP, AN, SYN—organize, plan), L18 (AP, AN, SYN—create), L19 (AP, AN, SYN—plan, EV—defend), L20 (AP, AN, EV—defend), L21 (AP, AN, SYN—plan, EV—defend), L22; U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L28 (AP, AN, SYN—plan, EV—assess); Forms 1.3 (AP, AN, SYN—create), 1.4 (4 pp., AP, AN, SYN—plan, EV—assess, predict), 1.9, 4.2 (AN & SYN—create), 4.4, 4.5 (AP, AN, SYN—plan), 4.6, 5.5; not using ATODs to manage feelings—U5: L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L25 (AP, AN, SYN—construct), L26 (AP, AN, SYN—create), L27 (AP, AN, SYN—organize), L28 (AP, AN, SYN—plan, EV—assess), L29 (AP, AN, SYN—construct)</p>

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		<p>OM: HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, minus Glossary; Optional Discussion Guide: Sexual Intercourse, minus Glossary</p>
<p>c. Demonstrate an awareness of safety through modeling.</p>	<p>Global Note: Story line & art model throughout.</p> <p>Interpersonal & drug situations: 4-5, 6-7; 8-9; 10-11; 14-15; 54-55; 56-57; 58-59; 62-63</p> <p>Environmental dangers: 8-9; 15; 32; 74-75; 76-77</p>	<p>Personal & environmental safety: U1: L2 (AP, AN, SYN—plan, EV—predict), L3 (AP, AN, SYN—plan, EV—assess, predict), L4 (AP, AN, SYN—plan, EV—assess, predict);</p> <p>Forms 1.3 (AP, AN, SYN—create), 1.4 (4 pp., AP, AN, SYN—plan, EV—assess, predict), 1.5, 1.6, 1.9; 3.4 (info for AN), 6.3</p> <p>Drug abuse prevention: U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L25 (AP, AN, SYN—construct), L26 (AP, AN, SYN—create), L27 (AP, AN, SYN—organize), L28 (AP, AN, SYN—plan, EV—assess), L29 (AP, AN, SYN—construct);</p> <p>Forms 5.1 (AN, SYN—plan, EV—choose, value), 5.3 (AP, AN, SYN—create, potentially EV—assess), 5.4 (AN, EV—assess), 5.5;</p> <p>OM: HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, minus Glossary; Optional Discussion Guide: Sexual Intercourse “WOW! Character Education”</p>
<p>6. Students will demonstrate</p>		

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<p>the ability to use goal-setting and decision-making skills to enhance health. (H, PH, D, S)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Identify health goals and their importance to well being.</p>	<p>Global Note: Story line models throughout, pp. 2-15, pp. 18-29, pp. 32-37, pp. 40-51, pp. 54-67, pp. 70-79</p> <p>Specific to goal-setting: 22-23 (inc. short/long-term effects w/model of AN), 64-65 (inc. blue sidebar w/AN);</p> <p>Healthy choices: 60-61, 3 (inc. blue sidebar w/AP), 12-13, 14-15 (inc. blue sidebars w/AP), 19 (inc. top blue sidebar w/AP), 21 (left blue sidebar w/AN), 24-25 (inc. blue sidebars w/AP, AN, SYN—plan), 34-35 (inc. blue sidebar w/AP & SYN—plan), 44-45 (inc. lower rt blue sidebar w/AP), 47 (left blue sidebar w/AP, AN & top blue sidebar w/AP), 48-49, 56-57, 63 (vs. consequences of bad choices), 78-79 (beyond school setting; inc. blue sidebar w/AP, SYN—plan)</p>	<p>Units 1-6, all lesson plans support this correlation.</p> <p>Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 2.2 (AP, AN, SYN—plan), 2.3a-b, 2.4 (AP, SYN—plan, EV—predict), 2.5 (AP, SYN—plan), 3.4 (info for AN), 4.3 (AN & SYN—plan, EV—choose), 5.1 (AN, SYN—plan, EV—choose, value), 6.2 (AN, SYN—plan)</p> <p>Each parent newsletter reinforces: Forms 1.9, 2.10, 3.7, 4.5 (AP, AN, SYN—plan), 5.5, 6.3</p> <p>Specific to goal-setting: U5: L26 (AP, AN, SYN—create); U2: L10 (AP, AN, SYN—plan); U5: L28 (AP, AN, SYN—plan, EV—assess)</p> <p>Healthy choices: U1: L1 (AP, AN, EV—predict), L6 (AP, AN, EV—defend); U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend); U3: L15 (AP, AN, SYN—create); U4: L19 (AP, AN, SYN—plan, EV—defend), L21 (AP, AN, SYN—plan, EV—defend); U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE),</p>

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		L27 (AP, AN, SYN—organize) (vs. consequences); U6: L34 (AP, AN, SYN—create) (beyond school setting)
b. Explore the characteristics of habits and how habits affect personal health.	<p>Global Note: Story line models healthy habits & consequences of unhealthy, throughout text, e.g., 2-3 (inc. rt blue sidebar w/AP); 12-13; 24-25 (inc. blue sidebars w/AP, AN, SYN—plan)</p> <p>Habits turning into addiction: 60-63 (inc. rt blue sidebar on p. 63 w/AN)</p>	<p>E.g., U1: L1 (AP, AN, EV—predict), L6 (AP, AN, EV—defend); U2: L11 (AP, AN, SYN—plan, EV—defend)</p> <p>Habits into addiction: U5: L26 (AP, AN, SYN—create), L27 (AP, AN, SYN—organize)</p>
c. Evaluate strategies and skills for attaining personal health goals.	<p>Global Note: Story line models throughout, pp. 2-15, pp. 18-29, pp. 32-37, pp. 40-51, pp. 54-67, pp. 70-79</p> <p>Specific to goal-setting: 22-23 (inc. short/long-term effects w/model of AN), 64-65 (inc. blue sidebar w/AN);</p> <p>Healthy choices: 60-61, 3 (inc. blue sidebar w/AP), 12-13, 14-15 (inc. blue sidebars w/AP), 19 (inc. top blue sidebar w/AP), 21 (left blue sidebar w/AN), 24-25 (inc. blue sidebars w/AP, AN, SYN—plan), 34-35 (inc. blue sidebar w/AP & SYN—plan), 44-45 (inc. lower rt blue sidebar w/AP), 47 (left blue sidebar w/AP, AN & top blue sidebar w/AP), 48-49, 56-57, 63 (vs. consequences of bad choices), 78-79 (beyond school setting; inc. blue sidebar w/AP, SYN—plan)</p>	<p>Units 1-6, all lesson plans support this correlation.</p> <p>Forms 1.7 (model of AP & AN), 1.8 (AP, AN), 2.2 (AP, AN, SYN—plan), 2.3a-b, 2.4 (AP, SYN—plan, EV—predict), 2.5 (AP, SYN—plan), 3.4 (info for AN), 4.3 (AN & SYN—plan, EV—choose), 5.1 (AN, SYN—plan, EV—choose, value), 6.2 (AN, SYN—plan)</p> <p>Each parent newsletter reinforces: Forms 1.9, 2.10, 3.7, 4.5 (AP, AN, SYN—plan), 5.5, 6.3</p> <p>Specific to goal-setting: U2, L10 (AP, AN, SYN—plan); U5, L28 (AP, AN, SYN—plan, EV—assess)</p> <p>Healthy choices: U5, L26 (AP, AN, SYN—create); U1: L1 (AP, AN, EV—predict); L6 (AP, AN, EV—defend); U2: L8 (AP, AN,</p>

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		<p>SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend); U3: L15 (AP, AN, SYN—create); U4: L19 (AP, AN, SYN—plan, EV—defend), L21 (AP, AN, SYN—plan, EV—defend); U5: L23 (AP, AN, SYN—construct, create), L24 (AP, AN, SYN—plan, EV—assess, choose, VALUE), L27 (AP, AN, SYN—organize) (vs. consequences); U6: L34 (AP, AN, SYN—create) (beyond school setting)</p>
7. Students will demonstrate the ability to advocate for personal, family, and community health. (C, F, M, D)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify responsibilities within the family.	<p>40-41 (inc. top blue sidebar w/AN & lower blue w/AP); 42-43 (inc. blue sidebar w/AP); 62-63 (inc. rt sidebar w/AN); 2-3 (inc. lt blue sidebar w/AN); 48-49 (esp. top blue sidebar w/AN, SYN—plan, EV—assess); 58-59 (dad is one to turn to);</p> <p>Also modeled by characters, e.g., 4-5; 10-11</p>	<p>U4: L17 (AP, AN, SYN—organize, plan), 18; U5: L27 (AP, AN, SYN—organize); U1: L1 (AP, AN, EV—predict), L2 (AP, AN, SYN—plan, EV—predict), L5 (AP, AN); U4: L21 (AP, AN, SYN—plan, EV—defend); U5: L25 (AP, AN, SYN—construct)</p>
b. Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).	<p>Global Note: Modeled throughout story line.</p> <p>76-77 (inc. rt blue sidebar w/AP); 2 (mentoring, inc. blue sidebar w/AN), 37 (inc. question in lt sidebar); 74-75 & 78-79 (inc. blue sidebars w/AP, p. 78 also w/SYN—plan)</p> <p>See also Health Sidebars (blue) that offer</p>	<p>U6, L33 (AP, AN, SYN—plan, construct); U1: L2 (AP, AN, SYN—plan, EV—predict), L5 (AP, AN), L7 (AP, AN, SYN—plan, EV—assess);</p> <p>Form 2.10 provides teacher background info for: student text pp. 18-29;</p>

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	<p>model arguments: 19 (top); 21 (lower L); 23 (top); 24, 25, 29 (label), 35, 43, 45 (lower L); 47 (upper R)</p>	<p>See also Forms 2.1 (please see www.mypyramid.gov for revision), 2.2 (AP, AN, SYN—plan), 2.3, 2.5 (AP, SYN—plan), 2.7, 2.8 (AP, AN, SYN—create) and Assignments, U2: L8 (AP, AN, SYN—construct), L9 (AP, AN, EV—defend), L10 (AP, AN, SYN—plan), L11 (AP, AN, SYN—plan, EV—defend), L12 (AP, AN, SYN—plan, create, EV—rate), L13 (AP, AN, SYN—plan, collect); U3: L16 (AP, AN, SYN—collect, organize, create); U6: L32 (AP, AN)</p> <p>Taking newsletter home performs role (AP): Forms 1.9, 2.10, 3.7, 4.6, 5.5, 6.3;</p> <p>OM: HIV and AIDS Optional Lesson Plan & Supplement to SE, FO.1; Optional Discussion Guide: HIV and AIDS, minus Glossary; Optional Discussion Guide: Sexual Intercourse, minus Glossary</p>
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- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.