

World of Wellness Health Education Series: Kindergarten (Red Level)		
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= online additional materials, FREE at http://www.WOWHealth.org/addMat/2nd.cfm		
OM= optional materials tab section		
PA= physical activity		
TG locations	Student pp.	Description
U1, L1	1	Explain how childhood injuries and illnesses can be prevented or treated.
U1, L1	1	Describe relationships between personal health behaviors and individual well-being.
U1, L1	1	Identify the food groups of the Pyramid.
U1, L1	1 (sidebar)	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U1, L1	1	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L1	1 (sidebar w/ AP)	Demonstrates an ability to select healthy food choices
U1, L1	1 (sidebar)	Demonstrate healthy choices (i.e. engaging in activity.)
U1, L1	1 (sidebar)	Explain how to set personal health goals and track progress toward achievement.
U1, L2	2	Explain how childhood injuries and illnesses can be prevented or treated.
U1, L2	2	Demonstrates safe behavior in daily activity.
U1, L2	2	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L2	2	Understand procedures in the case of an emergency.
U1, L2	2	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L2	2	Story line models with siblings & friends: Explain healthy ways to express feelings.
U1, L2	2	Art shows joy of play: Explain healthy ways to express feelings.
U1, L2	2	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U1, L2	2	Demonstrate healthy choices (i.e. engaging in activity / walking to school)
U1, L3	3	Explain how childhood injuries and illnesses can be prevented or treated. Art: helmet, gloves
U1, L3	3 (inc. sidebar)	Text &/or Art: Identify health products and services used by adults/children. (Helmets)
U1, L3	3	Demonstrates safe behavior in daily activity.

U1, L3	3	See also Art: Demonstrates safe behavior in daily activity. (helmet)
U1, L3	3	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L3	3	Understand procedures in the case of an emergency.
U1, L3	3	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L3	3	Art shows joy of play: Explain healthy ways to express feelings.
U1, L3	3	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U1, L3	3	Demonstrate healthy choices (i.e. engaging in activity/ walking & biking)
U1, L4	4	Explain how childhood injuries and illnesses can be prevented or treated. Art: sunscreen, gloves
U1, L4	4	Text &/or Art: Identify health products and services used by adults/children. (Heat & Sun)
U1, L4	4	Identify healthy helpers in the community (Teachers)
U1, L4	4	Identify healthy helpers in the community (Family members)
U1, L4	4	Demonstrates safe behavior in daily activity.
U1, L4	4	See also Art: Demonstrates safe behavior in daily activity. (gloves)
U1, L4	4	See also Art: Demonstrates safe behavior in daily activity. (sunscreen)
U1, L4	4	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L4	4	Understand procedures in the case of an emergency.
U1, L4	4	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L4	4	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U1, L4	4	Discuss the importance of influencing others to make healthy choices (family)
U1, L4	4	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U1, L5	5	Explain how childhood injuries and illnesses can be prevented or treated.
U1, L5	5	Describe relationships between personal health behaviors and individual well-being.
U1, L5	5	Identify healthy helpers in the community (Teachers)
U1, L5	5 (inc. sidebar w/ AP)	Demonstrate positive personal hygiene

U1, L5	5	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L5	5	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L6	6	Describe relationships between personal health behaviors and individual well-being.
U1, L6	6	Identify the food groups of the Pyramid.
U1, L6	6 (left sidebar)	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U1, L6	6	Text &/or Art: Identify health products and services used by adults/children. (Drs/Nurses)
U1, L6	6	Identify healthy helpers in the community (Drs/Nurses)
U1, L6	6 (inc. left sidebar w/AP)	Demonstrate positive personal hygiene
U1, L6	6	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L6	6 (sidebar w/AP & right sidebar w/model of AN)	Demonstrates an ability to select healthy food choices
U1, L6	6	Explain how to set personal health goals and track progress toward achievement.
U1, L6	6	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U1, L7	7	Describe relationships between personal health behaviors and individual well-being.
U1, L7	7	Text &/or Art: Identify health products and services used by adults/children. (Parks, recreation depts.)
U1, L7	7	Demonstrates safe behavior in daily activity.
U1, L7	7	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L7	7	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L7	7	Art shows joy of play: Explain healthy ways to express feelings.
U1, L7	7	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U1, L7	7	Demonstrate healthy choices (i.e. engaging in activity / soccer.)
U1, L8	8	Describe relationships between personal health behaviors and individual well-being.
U1, L8	8	Text &/or Art: Identify health products and services used by adults/children. (Parks, recreation depts.)
U1, L8	8	Identify healthy helpers in the community (Family members)

U1, L8	8	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L8	8	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U1, L8	8	Demonstrate healthy choices (i.e. engaging in activity / soccer.)
U1, L8	8	Explain how to set personal health goals and track progress toward achievement.
U1, L8	8	Discuss the importance of influencing others to make healthy choices (family)
U1, L9	9	Explain how childhood injuries and illnesses can be prevented or treated. Art: sunscreen, gloves
U1, L9	9	Describe relationships between personal health behaviors and individual well-being.
U1, L9	9	Text &/or Art: Identify health products and services used by adults/children. (Parks, recreation depts.)
U1, L9	9	Demonstrates safe behavior in daily activity.
U1, L9	9	See also Art: Demonstrates safe behavior in daily activity. (gloves)
U1, L9	9	See also Art: Demonstrates safe behavior in daily activity. (sunscreen)
U1, L9	9	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U1, L9	9	Demonstrate healthy choices (i.e. engaging in activity / soccer.)
U1, L9	9	Explain how to set personal health goals and track progress toward achievement.
U2, L10	10	Explain how childhood injuries and illnesses can be prevented or treated.
U2, L10	10 (inc. sidebars w/ AP)	Identify emergency numbers.
U2, L10	10	Identify healthy helpers in the community (Community &/or Rescue)
U2, L10	10	Identify healthy helpers in the community (Family members)
U2, L10	10	Demonstrates safe behavior in daily activity.
U2, L10	10	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U2, L10	10	Understand procedures in the case of an emergency.
U2, L10	10	Story line models with siblings & friends: Explain healthy ways to express feelings.
U2, L10	10	Discuss the importance of influencing others to make healthy choices (family)
U2, L10	10	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)

U2, L11	11	Explain how childhood injuries and illnesses can be prevented or treated. Art: sunscreen, gloves
U2, L11	11	Describe relationships between personal health behaviors and individual well-being.
U2, L11	11	Identify healthy helpers in the community (Family members)
U2, L11	11	Demonstrates safe behavior in daily activity.
U2, L11	11	See also Art: Demonstrates safe behavior in daily activity. (gloves)
U2, L11	11	See also Art: Demonstrates safe behavior in daily activity. (sunscreen)
U2, L11	11	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U2, L11	11	Understand procedures in the case of an emergency.
U2, L11	11	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U2, L11	11	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U2, L11	11	Discuss the importance of influencing others to make healthy choices (family)
U2, L12	12	Explain how childhood injuries and illnesses can be prevented or treated.
U2, L12	12	Describe relationships between personal health behaviors and individual well-being.
U2, L12	12	Identify the food groups of the Pyramid.
U2, L12	12	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U2, L12	12	Identify healthy helpers in the community (Family members)
U2, L12	12	Food Choices: Understand the differences among peers and how they relate to culture
U2, L12	12	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U2, L12	12	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U2, L12	12 (inc. sidebars w/ AP right p. 12 & left on p. 13)	Demonstrate an ability to select healthy food choices.
U2, L12	12	Discuss the importance of influencing others to make healthy choices (family)
U2, L13	13	Explain how childhood injuries and illnesses can be prevented or treated.
U2, L13	13	Describe relationships between personal health behaviors and individual well-being.
U2, L13	13	Identify the food groups of the Pyramid.

U2, L13	13	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U2, L13	13	Demonstrate positive personal hygiene
U2, L13	13	Food Choices: Understand the differences among peers and how they relate to culture
U2, L13	13	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U2, L13	13	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U2, L13	13	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U2, L13	13 (inc. sidebars w/ AP right p. 12 & left on p. 13)	Demonstrate an ability to select healthy food choices.
U2, L13	13	Explain how to set personal health goals and track progress toward achievement.
U2, L14	14	Explain how childhood injuries and illnesses can be prevented or treated.
U2, L14	14	Describe relationships between personal health behaviors and individual well-being.
U2, L14	14	Identify the food groups of the Pyramid.
U2, L14	14	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U2, L14	14	Identify healthy helpers in the community (Teachers)
U2, L14	14	See also Art: Demonstrates safe behavior in daily activity. (apron)
U2, L14	14	Food Choices: Understand the differences among peers and how they relate to culture
U2, L14	14	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U2, L14	14	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U2, L14	14 (inc. sidebars w/ AP right p. 12 & left on p. 13)	Demonstrate an ability to select healthy food choices.
U3, L15	15	Explain how childhood injuries and illnesses can be prevented or treated.
U3, L15	15	Describe relationships between personal health behaviors and individual well-being.
U3, L15	15	Identify the food groups of the Pyramid.
U3, L15	15	Text &/or Art: Identify health products and services used by adults/children. (Parks, recreation depts.)
U3, L15	15	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)

U3, L15	15	Identify healthy helpers in the community (Family members)
U3, L15	15	See also Art: Demonstrates safe behavior in daily activity. (shoes, thick shin-guarding socks)
U3, L15	15	Food Choices: Understand the differences among peers and how they relate to culture
U3, L15	15	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U3, L15	15	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U3, L15	15	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U3, L15	15 (inc. sidebars w/ AP right p. 12 & left on p. 13)	Demonstrate an ability to select healthy food choices.
U3, L15	15	Demonstrate healthy choices (i.e. engaging in activity / soccer.)
U3, L15	15	Discuss the importance of influencing others to make healthy choices (family)
U3, L16	16	Explain how childhood injuries and illnesses can be prevented or treated.
U3, L16	16	Describe relationships between personal health behaviors and individual well-being.
U3, L16	16	Identify the food groups of the Pyramid.
U3, L16	16	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U3, L16	16	Food Choices: Understand the differences among peers and how they relate to culture
U3, L16	16	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U3, L16	16	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U3, L16	16	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U3, L16	16 (inc. sidebars w/ AP right p. 12 & left on p. 13)	Demonstrate an ability to select healthy food choices.
U3, L17	17	Explain how childhood injuries and illnesses can be prevented or treated.
U3, L17	17	Describe relationships between personal health behaviors and individual well-being.
U3, L17	17	Identify the food groups of the Pyramid.
U3, L17	17 (sidebar)	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)

U3, L17	17	Peer physical differences: Understand the differences among peers and how they relate to culture.
U3, L17	17	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U3, L17	17 (inc. sidebar w/ AP)	Demonstrates an ability to select healthy food choices.
U3, L18	18	Explain how childhood injuries and illnesses can be prevented or treated.
U3, L18	18	Describe relationships between personal health behaviors and individual well-being.
U3, L18	18	See also Art: Demonstrates safe behavior in daily activity. (shoes, thick shin-guarding socks)
U3, L18	18	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U3, L18	18	Demonstrate healthy choices (i.e. engaging in activity / pretending to be pathogens)
U3, L19	19	Describe the functions of the five senses.
U3, L19	19	Identify healthy helpers in the community (Teachers)
U3, L19	19	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U4, L20	20	Describe relationships between personal health behaviors and individual well-being.
U4, L20	20	Describe the functions of the five senses.
U4, L20	20	Text &/or Art: Identify health products and services used by adults/children. (Drs/Nurses)
U4, L20	20	Identify healthy helpers in the community (Family members)
U4, L20	20	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U4, L20	20	Discuss the importance of influencing others to make healthy choices (family)
U4, L20	20	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U4, L21	21	Explain how childhood injuries and illnesses can be prevented or treated.
U4, L21	21	Describe relationships between personal health behaviors and individual well-being.
U4, L21	21	Describe the functions of the five senses.
U4, L21	21	Identify the food groups of the Pyramid.
U4, L21	21	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U4, L21	21	Text &/or Art: Identify health products and services used by adults/children. (Drs/Nurses)

U4, L21	21	Identify healthy helpers in the community (Drs/Nurses)
U4, L21	21	Demonstrate positive personal hygiene
U4, L21	21	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U4, L21	21	Demonstrates an ability to select healthy food choices.
U4, L21	21	Demonstrate healthy choices (i.e. engaging in activity / pretending to be pathogens)
U4, L21	21	Explain how to set personal health goals and track progress toward achievement.
U4, L21	21	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U4, L22	22	Explain how childhood injuries and illnesses can be prevented or treated.
U4, L22	22	Describe relationships between personal health behaviors and individual well-being.
U4, L22	22	Identify healthy helpers in the community (Drs/Nurses)
U4, L22	22	Identify healthy helpers in the community (Family members)
U4, L22	22	Demonstrates safe behavior in daily activity.
U4, L22	22	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U4, L22	22	Discuss the importance of influencing others to make healthy choices (family)
U4, L22	22	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U4, L23	23	Explain how childhood injuries and illnesses can be prevented or treated.
U4, L23	23	Describe relationships between personal health behaviors and individual well-being.
U4, L23	23	Text &/or Art: Identify health products and services used by adults/children. (Drs/Nurses)
U4, L23	23	Identify healthy helpers in the community (Drs/Nurses)
U4, L23	23	Demonstrate positive personal hygiene
U4, L23	23	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U4, L23	23	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U4, L23	23	Demonstrates an ability to select healthy food choices.
U4, L23	23	Demonstrate healthy choices (i.e. engaging in activity / pretending to be pathogens)

U4, L23	23	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U4, L24	24	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L25	25	Describe relationships between personal health behaviors and individual well-being.
U5, L25	25	Identify healthy helpers in the community (Family members)
U5, L25	25	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L25	25	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U5, L25	25	Explain healthy ways to express feelings.
U5, L25	25	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U5, L25	25	Discuss the importance of influencing others to make healthy choices (family)
U5, L26	26	Describe relationships between personal health behaviors and individual well-being.
U5, L26	26	Identify healthy helpers in the community (Teachers)
U5, L26	26	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L26	26	Explain healthy ways to express feelings.
U5, L26	26	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U5, L26	26	Demonstrate healthy choices (i.e. engaging in activity / healthy ATOD choice)
U5, L26	26 (right sidebar)	Explain how to set personal health goals and track progress toward achievement.
U5, L26	26	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U5, L27	27	Identify healthy helpers in the community (Family members)
U5, L27	27	Demonstrates safe behavior in daily activity.
U5, L27	27	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L27	27	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.

U5, L27	27	Explain healthy ways to express feelings.
U5, L27	27	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U5, L27	27	Discuss the importance of influencing others to make healthy choices (family)
U5, L28	28	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L28	28	Story line models with siblings & friends: Explain healthy ways to express feelings.
U5, L28	28	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U5, L29	29	Describe relationships between personal health behaviors and individual well-being.
U5, L29	29	Text &/or Art: Identify health products and services used by adults/children. (Drs/Nurses)
U5, L29	29	Identify healthy helpers in the community (Drs/Nurses)
U5, L29	29	Demonstrates safe behavior in daily activity.
U5, L29	29	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L29	29	Story line models with siblings & friends: Explain healthy ways to express feelings.
U5, L29	29	Demonstrate healthy choices (i.e. engaging in activity / healthy ATOD choice)
U5, L29	29	Discuss the importance of influencing others to make healthy choices (peers)
U5, L30	30	Describe relationships between personal health behaviors and individual well-being.
U5, L30	30	Identify healthy helpers in the community (Family members)
U5, L30	30	Demonstrates safe behavior in daily activity.
U5, L30	30	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U5, L30	30	Discuss the importance of influencing others to make healthy choices (family)
U5, L30	30	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U6, L31	31	Explain how childhood injuries and illnesses can be prevented or treated. Art: helmet
U6, L31	31	Describe relationships between personal health behaviors and individual well-being.
U6, L31	31	Text &/or Art: Identify health products and services used by adults/children. (Helmets)

U6, L31	31	Text &/or Art: Identify health products and services used by adults/children.
U6, L31	31	Identify healthy helpers in the community (Teachers)
U6, L31	31	Demonstrates safe behavior in daily activity.
U6, L31	31	See also Art: Demonstrates safe behavior in daily activity. (helmet)
U6, L31	31	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L31	31	Demonstrate healthy choices (i.e. engaging in activity / biking.)
U6, L31	31	Explain how to set personal health goals and track progress toward achievement.
U6, L32	32	Describe relationships between personal health behaviors and individual well-being.
U6, L32	32	Identify the food groups of the Pyramid.
U6, L32	32	Text &/or Art: Identify health products and services used by adults/children. (Healthy foods)
U6, L32	32	Identify healthy helpers in the community (Family members)
U6, L32	32	Demonstrates safe behavior in daily activity.
U6, L32	32	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L32	32	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U6, L32	32	Story line models with siblings & friends: Explain healthy ways to express feelings.
U6, L32	32	Discuss the importance of influencing others to make healthy choices (family)
U6, L32	32	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U6, L33	33	Explain how childhood injuries and illnesses can be prevented or treated.
U6, L33	33	Identify emergency numbers. (people who work at 911)
U6, L33	33	Identify healthy helpers in the community (Community &/or Rescue)
U6, L33	33 (left sidebar)	Demonstrates safe behavior in daily activity.
U6, L33	33	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L33	33	Understand procedures in the case of an emergency.
U6, L33	33	Demonstrate an ability to recognize health services in the community (i.e. firefighter, sanitation worker, police officer, paramedics, etc.)
U6, L34	34	Explain how childhood injuries and illnesses can be prevented or treated. Art: gloves

U6, L34	34	Describe relationships between personal health behaviors and individual well-being.
U6, L34	34	Text &/or Art: Identify health products and services used by adults/children. (Parks, recreation depts.)
U6, L34	34 (left sidebar)	Text &/or Art: Identify health products and services used by adults/children (Cleanup efforts)
U6, L34	34	Identify healthy helpers in the community (Family members)
U6, L34	34	Demonstrates safe behavior in daily activity.
U6, L34	34	See also Art: Demonstrates safe behavior in daily activity. (gloves)
U6, L34	34	Demonstrate positive personal hygiene (gloves)
U6, L34	34	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L34	34	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U6, L34	34	Demonstrate healthy choices (i.e. engaging in activity / neighborhood cleanup.)
U6, L34	34	Discuss the importance of influencing others to make healthy choices (family)
U6, L35	35	Explain how childhood injuries and illnesses can be prevented or treated.
U6, L35	35	Describe relationships between personal health behaviors and individual well-being.
U6, L35	35	Text &/or Art: Identify health products and services used by adults/children (Soap)
U6, L35	35	Demonstrate positive personal hygiene
U6, L35	35	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L36	36	Explain how childhood injuries and illnesses can be prevented or treated.
U6, L36	36	Describe relationships between personal health behaviors and individual well-being.
U6, L36	36	Family & personal uniqueness/Cultural & peer differences/Art models throughout: Understand the differences among peers and how they relate to culture.
U6, L36	36	Global Note - Story line models, discusses, &/or encourages: Demonstrate ability to work in group settings without interfering with others.
U6, L36	36	Art shows joy of play: Explain healthy ways to express feelings.
U6, L36	36	Global Note - Story line models throughout: Identify ways families meet the needs and wants of each family member
U6, L36	36	Demonstrate healthy choices (i.e. engaging in activity.)

World of Wellness Health Education Series: First Grade (Orange Level)		
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= online additional materials, FREE at http://www.WOWHealth.org/addMat/2nd.cfm		
OM= optional materials tab section		
PA= physical activity		
TG locations	Student pp.	Description
U1, L1	1	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U1, L1	2-3	Identify factors that contribute to individuality
U1, L1	2-3	
U1, L1	3	Describe the difference in verbal and nonverbal communication-story line
U1, L1	3	Explain ways family members work together to obtain and maintain healthy behaviors
U1, L1	3 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U1, L1	3	Explain how nonverbal communication impacts the feelings of others-happy, excited
U1, L2	4	Text &/or Art: Identify sources of health products and services in the community-Sunscreen
U1, L2	4-5	Contrast safe & risky behaviors
U1, L2	4-5	Work collaboratively in small groups to achieve a common goal
U1, L2	4-5	Explain ways family members work together to obtain and maintain healthy behaviors
U1, L2	5	Describe the difference in verbal and nonverbal communication
U1, L2	5	
U1, L2	5	Understand the importance of influencing others to make healthy choices
U1, L2	5 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U1, L2	5	Demonstrate attentive listening skills to build and maintain healthy relationships-story line models
U1, L3	6-7	Work collaboratively in small groups to achieve a common goal
U1, L3	6-7	Introduce technologies that influence health-helmets/seatbelts
U1, L3	6-7	Contrast safe & risky behaviors
U1, L3	6-7	Text &/or Art: Identify sources of health products and services in the community-Helmets
U1, L3	6-7	
U1, L3	6-7	Describe the difference in verbal and nonverbal communication-rhymes
U1, L3	6-7	Understand the importance of influencing others to make healthy choices-Bus
U1, L4	8-9	Contrast safe & risky behaviors
U1, L4	8-9	Work collaboratively in small groups to achieve a common goal
U1, L4	8-9	Explain how nonverbal communication impacts the feelings of others-serious
U1, L4	8-9	Introduce technologies that influence health-emergency systems
U1, L4	8-9	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U1, L4	8-9	
U1, L4	8-9	Understand the importance of influencing others to make healthy choices

U1, L4	9	Text &/or Art: Identify sources of health products and services in the community-Sunscreen
U1, L5	10	Explain how nonverbal communication impacts the feelings of others-dismayed
U1, L5	10-11	Identify healthy habits that ensure good hygiene
U1, L5	10-11	Text &/or Art: Identify sources of health products and services in the community-soap
U1, L5	10-11	Identify ways of preventing and controlling disease
U1, L5	11	Text &/or Art: Identify sources of health products and services in the community-Sunscreen
U1, L5	11	Set a personal health goal and track progress towards its achievement
U1, L5	11 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U1, L6	12	Describe the difference in verbal and nonverbal communication-rhymes
U1, L6	12	Explain how nonverbal communication impacts the feelings of others-proud
U1, L6	12-13 blue sidebar	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U1, L6	12-13	Introduce technologies that influence health-dentist tools
U1, L6	12-13	Identify healthy habits that ensure good hygiene
U1, L6	12-13	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U1, L6	12-13	Explain the roles of various type so workers in the field of health
U1, L6	12-13	Recognize that health problems should be detected and treated early
U1, L6	12-13	Identify ways of preventing and controlling disease
U1, L6	13	Introduce healthy snacks
U1, L6	13 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U1, L6	13	Identify guidelines for making wise food choices
U1, L7	14	Contrast safe & risky behaviors
U1, L7	14	Work collaboratively in small groups to achieve a common goal
U1, L7	14	Describe the difference in verbal and nonverbal communication-joy of movement
U1, L7	14	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U1, L7	14-15	Identify ways of preventing and controlling disease
U1, L7	15 blue sidebar	Explore a variety of physical activities-health
U1, L8	16	Identify factors that contribute to individuality
U1, L8	16	Explain how nonverbal communication impacts the feelings of others-tired
U1, L8	16	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U1, L8	16-17	Explain ways family members work together to obtain and maintain healthy behaviors
U1, L8	17	Contrast safe & risky behaviors
U1, L8	17	Describe the difference in verbal and nonverbal communication-rhymes
U1, L8	17 blue sidebar	Explore a variety of physical activities-health
U1, L9	18	Identify factors that contribute to individuality
U1, L9	18	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U1, L9	18-19	Introduce technologies that influence health-lifejacket, sunscreen

U1, L9	18-19	Work collaboratively in small groups to achieve a common goal
U1, L9	18-19	Explain ways family members work together to obtain and maintain healthy behaviors
U1, L9	18-19	Contrast safe & risky behaviors
U1, L9	19	Describe the difference in verbal and nonverbal communication-rhymes
U1, L9	19 blue sidebar	Explore a variety of physical activities-health
U2, L10	20	Explain how nonverbal communication impacts the feelings of others-serious
U2, L10	20-21	Contrast safe & risky behaviors
U2, L10	20-21	Explain ways family members work together to obtain and maintain healthy behaviors
U2, L10	20-21	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U2, L10	20-21	Discuss the roles of emergency workers
U2, L11	21	Introduce technologies that influence health-emergency systems
U2, L11	21 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U2, L11	21	Describe the difference in verbal and nonverbal communication-rhymes
U2, L11	22-23	Contrast safe & risky behaviors
U2, L11	22-23	Work collaboratively in small groups to achieve a common goal
U2, L11	22-23	Explain ways family members work together to obtain and maintain healthy behaviors
U2, L11	23	Understand the importance of influencing others to make healthy choices
U2, L11	23 blue sidebar	Explore a variety of physical activities-health
U2, L12	25	Healthy-eating modeled in art
U2, L12	26	Healthy-eating modeled in art
U2, L12	26-27	Identify factors that contribute to individuality
U2, L12	26-27	Identify guidelines for making wise food choices
U2, L12	26-27	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U2, L12	26-27	Introduce healthy snacks
U2, L12	27	Describe the difference in verbal and nonverbal communication-rhymes
U2, L12	27 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U2, L12	26	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U2, L13	28	Healthy-eating modeled in art
U2, L13	28	Explain how nonverbal communication impacts the feelings of others-sad
U2, L13	28-29	Identify factors that contribute to individuality
U2, L13	28-29	Identify guidelines for making wise food choices
U2, L13	28-29	Identify healthy habits that ensure good hygiene
U2, L13	28-29	Contrast safe & risky behaviors
U2, L13	28-29	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U2, L13	28-29	Identify ways of preventing and controlling disease
U2, L13	28-29	Introduce healthy snacks
U2, L14	28-31	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U2, L14	30	Healthy-eating modeled in art

U2, L14	30-31	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U2, L14	30-31	Identify guidelines for making wise food choices
U2, L14	30-31	Introduce healthy snacks
U2, L14	31 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U3, L15	32-33	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U3, L15	32	Identify factors that contribute to individuality
U3, L15	32	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U3, L15	32-33	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U3, L15	32-33	Identify guidelines for making wise food choices
U3, L15	32-33	Healthy-eating modeled in art
U3, L15	32-33	Introduce healthy snacks
U3, L15	33	Identify ways of preventing and controlling disease
U3, L15	33 blue sidebar	Explore a variety of physical activities-health
U3, L15	33	Describe the difference in verbal and nonverbal communication-rhymes
U3, L16	34-35	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U3, L16	34-35	Identify guidelines for making wise food choices
U3, L16	34-35	Introduce healthy snacks
U3, L16	35	Set a personal health goal and track progress towards its achievement
U3, L16	35 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U3, L17	38	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products (apple)
U3, L17	38	Healthy-eating modeled in art
U3, L17	38-39	Identify factors that contribute to individuality
U3, L17	38-39	Identify guidelines for making wise food choices
U3, L17	38-39	Introduce healthy snacks
U3, L17	38-39	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U3, L17	39 left blue sidebar	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U3, L17	39 lt sidebar	Explore a variety of physical activities-health
U3, L17	39	Describe the difference in verbal and nonverbal communication-rhymes
U3, L17	39	Set a personal health goal and track progress towards its achievement
U3, L18	40-41	
U3, L19	42-43	
U3, L19	42-43	Describe the difference in verbal and nonverbal communication-rhymes
U3, L19	44-45	Introduce technologies that influence health-glasses/hearing aids
U3, L19	44-45	Identify factors that contribute to individuality
U3, L19	44-45	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U4, L20	44-45	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U4, L20	44-45	Recognize that health problems should be detected and treated early

U4, L20	45 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U4, L21	46-47	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products
U4, L21	46-47	Identify guidelines for making wise food choices
U4, L21	46-47	Introduce technologies that influence health-medications & immunizations
U4, L21	46-47	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U4, L21	46-47	Explain the roles of various type os workers in the field of health
U4, L21	46-47	Recognize that health problems should be detected and treated early
U4, L21	46-47	Identify ways of preventing and controlling disease
U4, L21	46-47	Introduce healthy snacks
U4, L21	47	Identify healthy habits that ensure good hygiene
U4, L21	47	Describe the difference in verbal and nonverbal communication-rhymes
U4, L21	47	Set a personal health goal and track progress towards its achievement
U4, L22	48-49	Introduce technologies that influence health-medications & immunizations
U4, L22	48-49	Contrast safe & risky behaviors
U4, L22	48-49	Explain the roles of various type os workers in the field of health
U4, L22	48-49	Recognize that health problems should be detected and treated early
U4, L22	48-49	Identify reasons for taking medicine
U4, L22	48-49	Identify ways of preventing and controlling disease
U4, L22	49	Identify guidelines for making wise food choices (fluids)
U4, L22	49 yellow sidebar	Explore a variety of physical activities
U4, L23	50	Introduce technologies that influence health-wheelchair
U4, L23	50	Explain how nonverbal communication impacts the feelings of others-silly
U4, L23	50-51	Identify items appropriate for sharing and items not appropriate for sharing
U4, L23	50-51	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U4, L23	50-51	Identify healthy habits that ensure good hygiene
U4, L23	50-51	Identify ways of preventing and controlling disease
U4, L23	51 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U4, L24	54-55	
U5, L25	55	Identify factors that contribute to individuality
U5, L25	55 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U5, L25	55	Describe the difference in verbal and nonverbal communication-rhymes
U5, L25	56-57	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U5, L25	56-57	Work collaboratively in small groups to achieve a common goal
U5, L25	56-57	Describe the difference in verbal and nonverbal communication-story line
U5, L25	56-57	Demonstrate attentive listening skills to build and maintain healthy relationships-story line models
U5, L25	57 blue sidebar	Explore a variety of physical activities-health
U5, L26	58-59	Explain the roles of various type os workers in the field of health
U5, L26	58-59	Work collaboratively in small groups to achieve a common goal

U5, L26	58-59	Describe the difference in verbal and nonverbal communication-story line
U5, L26	58-59	Demonstrate attentive listening skills to build and maintain healthy relationships-story line models
U5, L26	59	Describe the difference in verbal and nonverbal communication-rhymes
U5, L27	60-61	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U5, L27	60-61	Demonstrate attentive listening skills to build and maintain healthy relationships-story line models
U5, L27	60-61	Work collaboratively in small groups to achieve a common goal
U5, L27	61	Understand the importance of influencing others to make healthy choices
U5, L27	61 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U5, L28	62	Explain how nonverbal communication impacts the feelings of others-listening or not
U5, L28	62-63	Demonstrate attentive listening skills to build and maintain healthy relationships-story line models
U5, L28	62-63	Understand the importance of influencing others to make healthy choices
U5, L28	62-63	Work collaboratively in small groups to achieve a common goal
U5, L28	62-63	Set a personal health goal and track progress towards its achievement
U5, L28	63 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U5, L29	65	Introduce technologies that influence health-helmets/seatbelts
U5, L29	65	Explain how nonverbal communication impacts the feelings of others-refusal
U5, L29	65	Text &/or Art: Identify sources of health products and services in the community-Helmets
U5, L29	66	Explain how nonverbal communication impacts the feelings of others-refusal
U5, L29	66-67	Introduce technologies that influence health-medications & immunizations
U5, L29	66-67	Understand the importance of influencing others to make healthy choices
U5, L29	66-67	Contrast safe & risky behaviors
U5, L29	66-67	Identify reasons for taking medicine
U5, L29	66-67	Identify ways of preventing and controlling disease
U5, L30	66-67	Identify reasons for taking medicine
U5, L30	67	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U5, L30	68-69	Introduce technologies that influence health-medications & immunizations
U5, L30	68-69	Contrast safe & risky behaviors
U5, L30	68-69	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U5, L30	68-69	Recognize that health problems should be detected and treated early
U5, L30	68-69	Identify ways of preventing and controlling disease
U5, L30	69	Explain the roles of various type so workers in the field of health
U5, L30	69 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U6, L31	70	Introduce technologies that influence health-helmets/seatbelts
U6, L31	70 blue sidebar	Explore a variety of physical activities-health

U6, L31	70-71	Contrast safe & risky behaviors
U6, L32	72	Text &/or Art: Identify sources of health products and services in the community-Healthy foods as products-juice
U6, L32	72	Identify guidelines for making wise food choices (juice)
U6, L32	72	Identify factors that contribute to individuality
U6, L32	72	Healthy-eating modeled in art
U6, L32	72-73	Contrast safe & risky behaviors
U6, L32	72-73	Work collaboratively in small groups to achieve a common goal
U6, L32	72-73	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U6, L32	73 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U6, L33	75-77	Text &/or Art: Identify sources of health products and services in the community-Drs/Nurses/emergency services
U6, L33	76-77	Discuss the roles of emergency workers
U6, L33	76-77	Work collaboratively in small groups to achieve a common goal
U6, L33	76-77	Understand the importance of influencing others to make healthy choices
U6, L33	76-77	Explain the roles of various type so workers in the field of health
U6, L33	76-77	Identify ways of preventing and controlling disease
U6, L34	77	Contrast safe & risky behaviors
U6, L34	77	Recognize that health problems should be detected and treated early
U6, L34	77 yellow sidebar	Explore a variety of physical activities-thru art & physical activity
U6, L34	78	Text &/or Art: Identify sources of health products and services in the community-parks, recreation depts
U6, L34	78-79	Introduce technologies that influence health-recycling systems
U6, L34	78-79	Identify healthy habits that ensure good hygiene (gloves)
U6, L34	78-79	Contrast safe & risky behaviors
U6, L34	78-79	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U6, L34	78-79	Text &/or Art: Identify sources of health products and services in the community-cleanup efforts (gloves)
U6, L34	78-79	Identify ways of preventing and controlling disease
U6, L35	80	Explain how nonverbal communication impacts the feelings of others-disappointed
U6, L35	80-81 blue sidebar	Explore a variety of physical activities-health
U6, L35	80-81	Identify factors that contribute to individuality
U6, L35	80-81	Identify healthy habits that ensure good hygiene
U6, L35	80-81	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U6, L35	80-81	Introduce technologies that influence health-TV
U6, L35	80-81	Text &/or Art: Identify sources of health products and services in the community-soap
U6, L36	82	Introduce technologies that influence health-wheelchair
U6, L36	82	Explain how nonverbal communication impacts the feelings of others-happy, excited
U6, L36	82-83	Explain ways family members work together to obtain and maintain healthy behaviors: Dad is coach
U6, L36	82-83	Describe the difference in verbal and nonverbal communication-joy of movement
U6, L36	83	Describe the difference in verbal and nonverbal communication-rhymes
U6, L36	83 yellow sidebar	Explore a variety of physical activities-thru art & physical activity

World of Wellness Health Education Series: Second Grade (Yellow Level)		
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= online additional materials, FREE at http://www.WOWHealth.org/addMat/2nd.cfm		
OM= optional materials tab section		
PA= physical activity		
TG locations	Student pp.	Description
U1, L1	1	Discuss ways to prevent injury. Art: Helmet
U1, L1	2 (blue sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities).
U1, L1	2-3	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U1, L1	2-3	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U1, L2	4-5	Identify ways to resolve conflicting situations.
U1, L2	4-5	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers
U1, L2	4-5	Demonstrate refusal skills to enhance health (i.e.. Just say no, don't talk to strangers).
U1, L2	4-5	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L3	6-7	Demonstrate and explain proper use of seat belts.
U1, L3	6-7	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L3	6-7	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.
U1, L4	8-9	Identify ways to resolve conflicting situations.
U1, L4	8-9	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers
U1, L4	8-9	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L4	8-9	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U1, L5	10-11	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U1, L5	11 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U1, L6	12-13	Explore some of the causes of illnesses and chronic disease.
U1, L6	12-13	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Dr visits.
U1, L6	12-13	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U1, L6	13	Identify how dietary habits affect health.

U1, L6	13 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U1, L7	14	Identify ways to communicate care, consideration, and respect of self and others. Play safely
U1, L7	14M	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L7	14-15	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.
U1, L7	15 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U1, L8	16	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U1, L8	16	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U1, L8	16-17	Distinguish between evaluations of performance and personal worth.
U1, L8	16-17	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L8	16-17	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.
U1, L8	17	Discuss ways to prevent injury.
U1, L9	18	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U1, L9	18	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U1, L9	18-19	Discuss ways in which the environment can contribute to illnesses or diseases. Sun and water safety.
U1, L9	18-19	Discuss ways to prevent injury.
U1, L9	18-19	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U1, L9	18-19	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.
U2, L10	20-21	Discuss ways to prevent injury.
U2, L10	20-21	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health).
U2, L10	20-21	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Emergencies
U2, L10	20-21	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U2, L11	22-23	Discuss ways to prevent injury.
U2, L11	22-23	Identify ways to resolve conflicting situations.
U2, L11	22-23	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers
U2, L11	22-23	Understand the importance of warning labels.

U2, L11	22-23	Demonstrate refusal skills to enhance health (i.e.. Just say no, don't talk to strangers).
U2, L11	22-23	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U2, L11	22-23	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U2, L11	23	Identify ways to communicate care, consideration, and respect of self and others.
U2, L12	25	Identify how dietary habits affect health. Healthy-eating modeled in art.
U2, L12	26	Identify how dietary habits affect health. Healthy-eating modeled in art.
U2, L12	26-27	Identify how dietary habits affect health.
U2, L12	26-27	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U2, L12	26-27	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U2, L12	26-27	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U2, L12	27 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U2, L13	28	Identify how dietary habits affect health. Healthy-eating modeled in art.
U2, L13	28	Explore some of the causes of illnesses and chronic disease.
U2, L13	28-29	Identify how dietary habits affect health.
U2, L13	28-29	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U2, L13	28-29	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U2, L13	28-29	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U2, L13	28-29	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U2, L13	29 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U2, L14	30-31	Identify how dietary habits affect health.
U2, L14	30-31	Identify differences among health products and services. Food v. restaurant.
U2, L14	30-31	Identify how dietary habits affect health. Healthy-eating modeled in art.
U2, L14	30-31	Describe how the media influences health choices (i.e.. Terrance the Rat; see www.gorat.com) (restaurant media)
U2, L14	31 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U2, L15	32	Identify how dietary habits affect health. Healthy-eating modeled in art.
U2, L15	32	Discuss ways to prevent injury. Art: Shin guards

U2, L15	32	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U2, L15	32	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U3, L15	32-33	Identify how dietary habits affect health.
U3, L16	33	Discuss ways to prevent injury. Art: Shin guards
U3, L16	33 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U3, L16	34-35	Identify how dietary habits affect health.
U3, L16	34-35	Identify ways to communicate care, consideration, and respect of self and others.
U3, L16	35 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U3, L17	38	Identify how dietary habits affect health. Healthy-eating modeled in art.
U3, L17	38-39	Identify how dietary habits affect health.
U3, L17	38-39	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities).
U3, L17	38-39	Distinguish between evaluations of performance and personal worth.
U3, L17	38-39	Explain how goal-setting affects decision-making.
U3, L17	39	Identify ways to communicate care, consideration, and respect of self and others.
U3, L18	40	Discuss ways to prevent injury. Art: Shin guards
U3, L18	40-41	
U3, L18	41 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U3, L19	42-43	
U3, L19	43 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U4, L20	44-45	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U4, L20	44-45	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U4, L20	45	Identify ways to communicate care, consideration, and respect of self and others.
U4, L21	46-47	Identify how dietary habits affect health.
U4, L21	46-47	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health).
U4, L21	46-47	Identify differences among health products and services. Healthy food & Dr. service
U4, L21	46-47	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Dr visits.
U4, L21	46-47	Identify ways to communicate care, consideration, and respect of self and others.
U4, L21	46-47	Explain how goal-setting affects decision-making.

U4, L22	48-49	Explore some of the causes of illnesses and chronic disease.
U4, L22	48-49	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health).
U4, L22	48-49	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Dr visits.
U4, L22	48-49	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U4, L22	49 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U4, L23	50-51	Explore some of the causes of illnesses and chronic disease.
U4, L23	50-51	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health). (school provides nurse)
U4, L23	50-51	Identify ways to communicate care, consideration, and respect of self and others.
U4, L23	50-51	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U4, L23	51 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U4, L24	54-55	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities).
U5, L25	56-57	Identify ways to resolve conflicting situations.
U5, L25	56-57	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers
U5, L25	56-57	Identify ways to communicate care, consideration, and respect of self and others.
U5, L25	57 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).
U5, L26	58-59	
U5, L27	60-61	Identify ways to resolve conflicting situations.
U5, L27	60-61	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers
U5, L27	60-61	Identify ways to communicate care, consideration, and respect of self and others.
U5, L28	62-63	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Decision-making itself.
U5, L28	62-63	Explain how goal-setting affects decision-making.
U5, L28	63	Identify ways to resolve conflicting situations.
U5, L28	63	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers: plan
U5, L28	63	Identify ways to communicate care, consideration, and respect of self and others.
U5, L29	66-67	Understand the importance of warning labels.
U5, L29	66-67	Identify ways to resolve conflicting situations.

U5, L29	66-67	Identify stress associated with different situations (i.e.. recital, leadership role, disagreement with a peer, visit to the principal's office). Disagreement & dangers: plan
U5, L29	66-67	Identify negative effects of using alcohol, tobacco, and drugs.
U5, L29	66-67	Demonstrate refusal skills to enhance health (i.e.. Just say no, don't talk to strangers).
U5, L29	66-67	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U5, L29	66-67	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U5, L30	68-69	Identify differences among health products and services. Medicine & Dr/Hospital services.
U5, L30	68-69	Understand the importance of warning labels.
U5, L30	68-69	Identify negative effects of using alcohol, tobacco, and drugs.
U5, L30	68-69	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U5, L30	68-69	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U5, L31	70	Discuss ways to prevent injury. Art: Helmet
U5, L31	70	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U6, L31	70-71	Explore some of the causes of illnesses and chronic disease.
U6, L31	70-71	Identify negative effects of using alcohol, tobacco, and drugs.
U6, L31	70-71	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.
U6, L31	71 (right blue sidebar)	Discuss ways in which the environment can contribute to illnesses or diseases. Secondhand smoke.
U6, L31	71	Explore some of the causes of illnesses and chronic disease.
U6, L32	72	Identify how dietary habits affect health. Healthy-eating modeled in art.
U6, L32	72	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U6, L32	72	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U6, L32	72-73	Explore some of the causes of illnesses and chronic disease.
U6, L32	72-73	Identify negative effects of using alcohol, tobacco, and drugs.
U6, L32	72-73	Identify ways to communicate care, consideration, and respect of self and others.
U6, L32	72-73	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U6, L32	72-73	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U6, L33	76-77	Identify differences among health products and services. Various services.
U6, L33	76-77	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health).
U6, L33	77 (peach sidebar)	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities-multicultural).

U6, L33	77	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U6, L33	77	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Staying safe & healthy.
U6, L34	78	Discuss ways to prevent injury. Art: Using gloves to pick up litter.
U6, L34	78-79	Discuss ways in which the environment can contribute to illnesses or diseases.
U6, L34	78-79	Discuss ways in which the environment can contribute to illnesses or diseases.
U6, L34	78-79	Describe the roles of various community resources that aid in preventing illness (i.e.. Hospital, Department of Health, voluntary health agency, home health).
U6, L34	78-79	Identify ways to communicate care, consideration, and respect of self and others.
U6, L34	78-79	Explain the potential results of health choices (i.e. accidents, nutrition, physical activity, drug use).
U6, L35	80-81	Identify differences among health products and services. Products, advertisements.
U6, L35	80-81	Appreciate the diversity of peers and how it relates to culture (i.e.. Uniqueness of individual qualities: Main character-Ruby values her & others' uniqueness).
U6, L35	80-81	Describe how the media influences health choices (i.e.. Terrance the Rat; see www.gorat.com)
U6, L35	80-81	Distinguish between evaluations of performance and personal worth. Main character, Ruby, values her & others' uniqueness.
U6, L36	82-83	Identify the benefits of making healthy choices (i.e. alternative choice for unhealthy decisions). Having fun.

World of Wellness Health Education Series: Third Grade (Green Level)

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= online additional materials, FREE at <http://www.WOWHealth.org/addMat/2nd.cfm>

OM= optional materials tab section

PA= physical activity

TG locations	Student pp.	Description
U1, L1	1	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.
U1, L1	2	List personal rights and responsibilities of individuals at home and school.
U1, L1	2	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U1, L1	2	Describe characteristics needed to be a responsible friend and family member.
U1, L1	2 Sidebar	Apply ways to properly communicate care, consideration and respect for self and others.
U1, L1	2-3	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L2	4-5	Describe how culture influences personal health behaviors.
U1, L2	4-5	List personal rights and responsibilities of individuals at home and school.
U1, L2	5 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L2	5 Yellow Sidebar	Explore alternative techniques in managing stress.
U1, L2	5 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U1, L2	5 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U1, L2	5 Blue Sidebar	Demonstrate the ability to practice healthy choices.
U1, L3	6	Demonstrate the ability to practice healthy choices.
U1, L3	6-7	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L3	7	Explore alternative techniques in managing stress.
U1, L3	7	Explore alternative techniques in managing stress.
U1, L3	7 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U1, L4	8 Art	Identify ways that health care technology can impact personal health. Helmets and knee and elbow pads.
U1, L4	8-9	Identify types of childhood injuries and illnesses and ways for prevention and treatment.
U1, L4	8-9	Identify and discuss hazardous products.
U1, L4	8-9	Identify ways that health care technology can impact personal health.
U1, L4	8-9	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L4	8-9	Identify proper use of resources in health promotion and disease prevention. Parent

U1, L4	8-9	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U1, L4	8-9	Demonstrate the ability to practice healthy choices.
U1, L4	9 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U1, L5	10-11	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U1, L5	10-11	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L5	10-11	List personal rights and responsibilities of individuals at home and school.
U1, L5	10-11	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U1, L5	10-11	Apply ways to properly communicate care, consideration and respect for self and others.
U1, L5	10-11	Demonstrate the ability to practice healthy choices.
U1, L5	10-11	Describe characteristics needed to be a responsible friend and family member.
U1, L5	11 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L5	11 Yellow Sidebar	Explore alternative techniques in managing stress.
U1, L5	11 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U1, L5	11 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U1, L6	12	Identify ways that health care technology can impact personal health. Heat, earthquake, tornado, and winter storm safety.
U1, L6	12	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.
U1, L6	12-13	Identify proper use of resources in health promotion and disease prevention.
U1, L6	12-13	Investigate how the availability of health services affects the community.
U1, L6	12-13	Identify characteristics of valid health information and health promoting products and services.
U1, L6	12-13	Identify ways that health care technology can impact personal health.
U1, L6	12-13	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L6	12-13	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U1, L6	12-13	Demonstrate the ability to practice healthy choices.
U1, L6	13	Identify ways that health care technology can impact personal health.
U1, L7	14	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.
U1, L7	14-15	Identify ways that health care technology can impact personal health.
U1, L7	14-15	Identify proper use of resources in health promotion and disease prevention.

U1, L7	14-15	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L7	14-15	Investigate how the availability of health services affects the community.
U1, L7	14-15	Identify characteristics of valid health information and health promoting products and services.
U1, L7	14-15	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U1, L7	14-15	Identify ways that health care technology can impact personal health.
U1, L7	14-15	Demonstrate the ability to practice healthy choices.
U1, L7	15 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L7	15 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U1, L7	15 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U1, L8	16	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.
U1, L8	16-17	Develop a personal health plan and track progress toward achievement.
U1, L8	16-17	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L8	16-17	Identify proper use of resources in health promotion and disease prevention.
U1, L8	16-17	Investigate how the availability of health services affects the community.
U1, L8	16-17	Identify characteristics of valid health information and health promoting products and services.
U1, L8	16-17	Explore alternative techniques in managing stress.
U1, L8	16-17	Demonstrate the ability to practice healthy choices.
U1, L8	17	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U1, L8	17	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U1, L8	17	Apply ways to properly communicate care, consideration and respect for self and others.
U1, L9	18-19	Identify ways that health care technology can impact personal health.
U1, L9	18-19	Recognize and describe the relationship between personal health behaviors and individual well-being.
U1, L9	18-19	List personal rights and responsibilities of individuals at home and school.
U1, L9	18-19	Identify ways that health care technology can impact personal health. Toothbrush, paste, floss.
U1, L9	18-19	Demonstrate the ability to practice healthy choices.
U1, L9	19	Identify proper use of resources in health promotion and disease prevention. Parent
U1, L9	19 Yellow Sidebar	Explore alternative techniques in managing stress.
U1, L9	19 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.

U1, L9	19 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U1, L9	19 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U2, L10	22-23	Recognize and describe the relationship between personal health behaviors and individual well-being.
U2, L10	22-23	Identify and discuss hazardous products.
U2, L10	22-23	Analyze how the media influences thoughts, feelings, and health behavior.
U2, L10	22-23	Demonstrate the ability to practice healthy choices.
U2, L10	22-23	Develop a personal health plan and track progress toward achievement.
U2, L11	24-25	Recognize and describe the relationship between personal health behaviors and individual well-being.
U2, L11	24-25	Analyze how the media influences thoughts, feelings, and health behavior.
U2, L11	24-25	Demonstrate the ability to practice healthy choices.
U2, L11	25 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U2, L12	26-27	Define nutritional terms on food labels (i.e. fats, calories, etc.)
U2, L12	26-27	Recognize and describe the relationship between personal health behaviors and individual well-being.
U2, L12	26-27	Define nutrition terms on food labels (i.e. fats, calories, etc)
U2, L12	26-27	Demonstrate the ability to practice healthy choices.
U2, L12	27	Identify ways that health care technology can impact personal health.
U2, L12	27	Develop a personal health plan and track progress toward achievement.
U2, L12	27 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U2, L13	28-29	List personal rights and responsibilities of individuals at home and school.
U2, L13	28-29	Describe how culture influences personal health behaviors.
U2, L13	29 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U2, L13	29 Yellow Sidebar	Explore alternative techniques in managing stress.
U2, L13	29 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U2, L13	29 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U2, L13	29 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U2, L14	30-31	Recognize and describe the relationship between personal health behaviors and individual well-being.
U2, L14	30-31	Identify characteristics of valid health information and health promoting products and services.
U2, L14	30-31	Demonstrate the ability to practice healthy choices.
U2, L14	31	Identify proper use of resources in health promotion and disease prevention.

U2, L14	31	Investigate how the availability of health services affects the community.
U2, L14	31	Identify and discuss hazardous products.
U2, L14	31	List personal rights and responsibilities of individuals at home and school.
U2, L15	32	Identify ways that health care technology can impact personal health. Drinking lots of water
U3, L15	32-33	Identify ways that health care technology can impact personal health.
U3, L15	32-33	Recognize and describe the relationship between personal health behaviors and individual well-being.
U3, L15	32-33	Identify characteristics of valid health information and health promoting products and services.
U3, L15	32-33	Demonstrate the ability to practice healthy choices.
U3, L15	33 Upper Right Blue Sidebar	Explore alternative techniques in managing stress.
U3, L16	36-37	Identify ways that health care technology can impact personal health.
U3, L16	36-37	Identify ways that health care technology can impact personal health. Tech behind knowledge, e.g. microscope; tech of immunization.
U3, L16	36-37	Apply ways to properly communicate care, consideration and respect for self and others.
U3, L16	37 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U3, L16	37 Yellow Sidebar	Explore alternative techniques in managing stress.
U3, L16	37 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U3, L16	37 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U3, L17	38	Identify ways that health care technology can impact personal health. Preventing the spread of germs by sneezing into elbow.
U3, L17	38-39	Identify ways that health care technology can impact personal health.
U3, L17	38-39	Identify proper use of resources in health promotion and disease prevention.
U3, L17	38-39	Identify characteristics of valid health information and health promoting products and services.
U3, L17	39	Recognize and describe the relationship between personal health behaviors and individual well-being.
U3, L17	39	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U3, L17	39	List personal rights and responsibilities of individuals at home and school.
U3, L17	39 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U3, L18	40-41	Identify proper use of resources in health promotion and disease prevention.
U3, L18	40-41	Identify characteristics of valid health information and health promoting products and services.
U3, L18	42	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.

U3, L18	42-43	Identify proper use of resources in health promotion and disease prevention.
U3, L18	43	Identify characteristics of valid health information and health promoting products and services.
U3, L18	43	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U3, L18	43	Apply ways to properly communicate care, consideration and respect for self and others. Sporting behavior.
U4, L20	46-47	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L20	46-47	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U4, L20	46-47	List personal rights and responsibilities of individuals at home and school.
U4, L20	46-47	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U4, L20	46-47	Apply ways to properly communicate care, consideration and respect for self and others.
U4, L20	46-47	Apply ways to properly communicate care, consideration and respect for self and others.
U4, L20	46-47	Demonstrate the ability to practice healthy choices.
U4, L20	46-47	Describe characteristics needed to be a responsible friend and family member.
U4, L20	47 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L20	47 Yellow Sidebar	Explore alternative techniques in managing stress.
U4, L20	47 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U4, L20	47 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U4, L20	47 + Lower Blue Sidebar	Describe how culture influences personal health behaviors.
U4, L21	48-49	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U4, L21	48-49	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L21	48-49	Describe characteristics needed to be a responsible friend and family member.
U4, L21	49 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L21	49 Yellow Sidebar	Explore alternative techniques in managing stress.
U4, L21	49 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L21	49 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U4, L22	50 Art	Identify characteristics of valid health information and health promoting products and services. Use of sunscreen.
U4, L22	50 Art	Identify ways that health care technology can impact personal health. Sunscreen.

U4, L22	50-51	List personal rights and responsibilities of individuals at home and school.
U4, L22	50-51	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U4, L22	50-51	Apply ways to properly communicate care, consideration and respect for self and others.
U4, L22	50-51	Apply ways to properly communicate care, consideration and respect for self and others.
U4, L22	50-51	Describe characteristics needed to be a responsible friend and family member.
U4, L22	51 Blue Sidebar	Demonstrate the ability to practice healthy choices.
U4, L22	51 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U4, L23	52 Art	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication. Giving hugs.
U4, L23	52-53	Demonstrate the ability to practice healthy choices.
U4, L23	52-53	Develop a personal health plan and track progress toward achievement.
U4, L23	53 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L23	53 Yellow Sidebar	Explore alternative techniques in managing stress.
U4, L23	53 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U4, L23	53 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U4, L23	53 Blue Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L24	54	Identify ways that health care technology can impact personal health. Helmets and knee and elbow pads.
U4, L24	54 Art	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication. Kids nonverbally showing that they do not want to cause trouble.
U4, L24	54	Identify ways that health care technology can impact personal health. Helmets.
U4, L24	54-55	Identify ways that health care technology can impact personal health.
U4, L24	54-55	Recognize and describe the relationship between personal health behaviors and individual well-being.
U4, L24	54-55	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U4, L24	54-55	Apply ways to properly communicate care, consideration and respect for self and others.
U4, L24	54-55	Demonstrate the ability to practice healthy choices.
U4, L24	54-55	Describe characteristics needed to be a responsible friend and family member.
U4, L24	55 Blue Sidebar	Identify ways that health care technology can impact personal health. Helmet.
U4, L24	55 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.

U4, L25	58	List personal rights and responsibilities of individuals at home and school. Kid in wheelchair.
U5, L25	58-59	Identify ways that health care technology can impact personal health.
U5, L25	58-59	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L25	58-59	Identify proper use of resources in health promotion and disease prevention.
U5, L25	58-59	Investigate how the availability of health services affects the community.
U5, L25	58-59	Identify and discuss hazardous products.
U5, L25	58-59	Identify characteristics of valid health information and health promoting products and services.
U5, L25	58-59	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L25	58-59	Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
U5, L25	58-59	Apply ways to properly communicate care, consideration and respect for self and others.
U5, L25	58-59	Apply ways to properly communicate care, consideration and respect for self and others.
U5, L25	58-59	Demonstrate the ability to practice healthy choices.
U5, L25	58-59	Develop a personal health plan and track progress toward achievement.
U5, L26	60-61	Identify ways that health care technology can impact personal health.
U5, L26	60-61	Identify proper use of resources in health promotion and disease prevention.
U5, L26	60-61	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L26	60-61	Identify and discuss hazardous products.
U5, L26	60-61	Identify characteristics of valid health information and health promoting products and services.
U5, L26	60-61	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L26	60-61	Demonstrate the ability to practice healthy choices.
U5, L26	60-61	Develop a personal health plan and track progress toward achievement.
U5, L26	61 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L26	61 Yellow Sidebar	Explore alternative techniques in managing stress.
U5, L26	61 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U5, L26	61 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U5, L27	62-63	Communicate information that promotes positive health choices (i.e. nutrition, physical activity, drug use, peer choices). Students share anti-ATOD info
U5, L27	62-63	Identify proper use of resources in health promotion and disease prevention.

U5, L27	62-63	Identify ways that health care technology can impact personal health.
U5, L27	62-63	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L27	62-63	Identify proper use of resources in health promotion and disease prevention.
U5, L27	62-63	Investigate how the availability of health services affects the community.
U5, L27	62-63	Identify and discuss hazardous products.
U5, L27	62-63	Identify characteristics of valid health information and health promoting products and services.
U5, L27	62-63	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L27	62-63	List personal rights and responsibilities of individuals at home and school.
U5, L27	62-63	Analyze how the media influences thoughts, feelings, and health behavior.
U5, L27	62-63	Apply ways to properly communicate care, consideration and respect for self and others.
U5, L27	62-63	Apply ways to properly communicate care, consideration and respect for self and others.
U5, L27	62-63	Demonstrate the ability to practice healthy choices.
U5, L27	62-63	Develop a personal health plan and track progress toward achievement.
U5, L28	64-65	Develop a personal health plan and track progress toward achievement.
U5, L28	65	Identify ways that health care technology can impact personal health.
U5, L28	65	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L28	65	Identify and discuss hazardous products.
U5, L28	65	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L28	65	Analyze how the media influences thoughts, feelings, and health behavior.
U5, L28	65	Demonstrate the ability to practice healthy choices.
U5, L29	66-67	Analyze how the media influences thoughts, feelings, and health behavior.
U5, L29	66-67	Identify ways that health care technology can impact personal health.
U5, L29	66-67	Identify and discuss hazardous products.
U5, L29	66-67	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L29	66-67	Demonstrate the ability to practice healthy choices.
U5, L29	66-67	Develop a personal health plan and track progress toward achievement.
U5, L29	67 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L29	67 Yellow Sidebar	Explore alternative techniques in managing stress.

U5, L29	67 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U5, L29	67 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
<u>U5, L30</u>	69	Identify ways that health care technology can impact personal health. Using gloves to pick up litter.
<u>U5, L30</u>	69 Art	Identify characteristics of valid health information and health promoting products and services. Using gloves to pick up litter.
<u>U5, L30</u>	69 Art	Identify ways that health care technology can impact personal health. Gloves.
<u>U5, L30</u>	70 Art	List personal rights and responsibilities of individuals at home and school. Curb cut.
U5, L30	70-71	Identify ways that health care technology can impact personal health.
U5, L30	70-71	Recognize and describe the relationship between personal health behaviors and individual well-being.
U5, L30	70-71	Identify and discuss hazardous products.
U5, L30	70-71	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Related to interpersonal relationships.
U5, L30	70-71	Analyze how the media influences thoughts, feelings, and health behavior.
U5, L30	70-71	Demonstrate the ability to practice healthy choices.
U6, L31	73	Identify ways that health care technology can impact personal health.
U6, L31	73	Identify and discuss hazardous products.
U6, L31	73 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L31	73 Yellow Sidebar	Explore alternative techniques in managing stress.
U6, L31	73 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U6, L31	73 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U6, L31	73 Blue Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L31	73 Blue Sidebar	Demonstrate the ability to practice healthy choices.
U6, L31	73 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U6, L31	73 Peach Sidebar	Describe how culture influences personal health behaviors. Multicultural facts raise awareness.
U6, L32	74	Identify proper use of resources in health promotion and disease prevention. Other agencies.
U6, L32	74-75	Identify ways that health care technology can impact personal health.
U6, L32	74-75	Identify proper use of resources in health promotion and disease prevention. Schools as well as nurses, doctors, EMT, etc.
U6, L32	74-75	Investigate how the availability of health services affects the community.
U6, L32	74-75	Identify and discuss hazardous products. Pollution.
U6, L32	74-75	Identify characteristics of valid health information and health promoting products and services. Schools as well as other agencies.

U6, L32	74-75	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U6, L33	76-77	Identify and understand the importance of contributing to the community.
U6, L33	76-77	Identify ways that health care technology can impact personal health.
U6, L33	76-77	Identify proper use of resources in health promotion and disease prevention.
U6, L33	76-77	Investigate how the availability of health services affects the community.
U6, L33	76-77	Identify and discuss hazardous products. Pollution.
U6, L33	76-77	Identify characteristics of valid health information and health promoting products and services.
U6, L33	76-77	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U6, L33	77 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L33	77 Yellow Sidebar	Explore alternative techniques in managing stress.
U6, L33	77 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U6, L33	77 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U6, L34	78-79	Identify ways that health care technology can impact personal health.
U6, L34	78-79	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L34	78-79	Identify proper use of resources in health promotion and disease prevention.
U6, L34	78-79	Identify and discuss hazardous products. Pollution.
U6, L34	78-79	Identify characteristics of valid health information and health promoting products and services.
U6, L34	78-79	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U6, L34	78-79	List personal rights and responsibilities of individuals at home and school.
U6, L34	78-79	Demonstrate the ability to practice healthy choices.
U6, L34	78-79	Identify and understand the importance of contributing to the community.
U6, L34	79	Investigate how the availability of health services affects the community.
U6, L35	80	Identify ways that health care technology can impact personal health. Using gloves to pick up litter.
U6, L35	80 Art	Identify characteristics of valid health information and health promoting products and services. Using gloves to pick up litter.
U6, L35	80 Art	Identify ways that health care technology can impact personal health. Gloves.
U6, L35	80-81	Identify ways that health care technology can impact personal health.
U6, L35	80-81	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L35	80-81	Identify proper use of resources in health promotion and disease prevention.

U6, L35	80-81	Identify and discuss hazardous products. Pollution.
U6, L35	80-81	Identify characteristics of valid health information and health promoting products and services.
U6, L35	80-81	Demonstrate ways to avoid and reduce threatening situations (i.e. conflict resolution). Other situations.
U6, L35	80-81	List personal rights and responsibilities of individuals at home and school.
U6, L35	80-81	Demonstrate the ability to practice healthy choices.
U6, L35	80-81	Identify and understand the importance of contributing to the community.
U6, L35	81	Identify proper use of resources in health promotion and disease prevention. Other agencies
U6, L35	81	Investigate how the availability of health services affects the community.
U6, L35	81	Identify characteristics of valid health information and health promoting products and services. EPA site.
U6, L35	81 Yellow Sidebar	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L35	81 Yellow Sidebar	Explore alternative techniques in managing stress.
U6, L35	81 Yellow Sidebar	Demonstrate the ability to practice healthy choices.
U6, L35	81 Yellow Sidebar	Develop a personal health plan and track progress toward achievement.
U6, L35	81 Blue Sidebar	Demonstrate the ability to practice healthy choices.
U6, L35	81 Blue Sidebar	Develop a personal health plan and track progress toward achievement.
U6, L36	82-83	Identify proper use of resources in health promotion and disease prevention.
U6, L36	82-83	Investigate how the availability of health services affects the community.
U6, L36	82-83	Identify characteristics of valid health information and health promoting products and services.
U6, L36	83	Identify ways that health care technology can impact personal health.
U6, L36	83	Recognize and describe the relationship between personal health behaviors and individual well-being.
U6, L36	83	Identify ways that health care technology can impact personal health. Sunscreen.
U6, L36	83	Demonstrate the ability to practice healthy choices.
U6, L36	83 Blue Sidebar	Develop a personal health plan and track progress toward achievement.

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

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= online additional materials, FREE at <http://www.WOWHealth.org/addMat/2nd.cfm>

OM= optional materials tab section

PA= physical activity

TG locations	Student pp.	Description
U1, L2	4-5	Identify and practice strategies to reduce the spreading of germs.
U1, L2	4-5	Demonstrate healthy choices outside the school environment.
U1, L2	4-5	Discuss ways that family time promotes healthy lifestyles.
U1, L2	4-5	Identify a relationship between health behaviors and individual well-being.
U1, L2	5 (friendship sidebar)	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U1, L2	5 (lower right blue sidebar)	Identify the characteristics of a good friend.
U1, L3	6-7	Identify and practice strategies to reduce the spreading of germs.
U1, L3	6-7	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U1, L3	6-7	Discuss ways that family time promotes healthy lifestyles.
U1, L3	6-7	Identify a relationship between health behaviors and individual well-being.
U1, L3	7	Identify advertising techniques used in marketing health related products
U1, L3	7	Analyze ways health care technology can enhance personal health. (implied dental equipment)
U1, L4	8	Identify a relationship between health behaviors and individual well-being. Art: Tornado safety
U1, L4	8-9	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U1, L4	8-9	Illustrate safety and injury prevention techniques.
U1, L4	8-9	Identify the characteristics of a good friend. (teamwork)
U1, L4	8-9	Identify a relationship between health behaviors and individual well-being.
U1, L4	8-9	Demonstrate healthy choices outside the school environment.
U1, L4	9	Identify a relationship between health behaviors and individual well-being. Art: Kids following safety rules
U1, L4	9 (blue side bar)	Analyze ways health care technology can enhance personal health. Art: helmets & pads
U1, L5	10-11	Illustrate safety and injury prevention techniques.

U1, L5	10-11	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U1, L5	10-11	Identify the characteristics of a good friend.
U1, L5	10-11	Demonstrate healthy choices outside the school environment.
U1, L5	10-11	Identify a relationship between health behaviors and individual well-being.
U1, L6	12-13	Illustrate safety and injury prevention techniques. (warm-up)
U1, L6	12-13	Investigate the effects of exercise on well-being.
U1, L6	12-13	Identify a relationship between health behaviors and individual well-being.
U1, L6	13	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement) Art: kid in wheelchair included in basketball game
U1, L7	14-15	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U1, L7	14-15	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U1, L7	14-15	Investigate the effects of exercise on well-being.
U1, L7	14-15	Identify a relationship between health behaviors and individual well-being.
U1, L7	14-15	Illustrate safety and injury prevention techniques.
U1, L7	15	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U1, L8	16-17	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U1, L8	16-17	Investigate the effects of exercise on well-being.
U1, L8	16-17	Identify a relationship between health behaviors and individual well-being.
U1, L8	16-17	Illustrate safety and injury prevention techniques.
U1, L8	17	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement) Last paragraph in story
U1, L9	18-19	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U1, L9	18-19	Identify the characteristics of a good friend. (inc. being a good sport sidebar)
U1, L9	18-19	Discuss ways that family time promotes healthy lifestyles.
U1, L9	18-19	Demonstrate healthy choices outside the school environment.
U1, L9	18-19	Investigate the effects of exercise on well-being.
U1, L9	18-19	Identify a relationship between health behaviors and individual well-being.

U1, L9	18-19	Illustrate safety and injury prevention techniques.
U1, L9	19 (lower left side bar question)	Analyze ways health care technology can enhance personal health.
U2, L10	22-23	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U2, L10	22-23	Explore differences in cultural diets.
U2, L10	23	Identify a relationship between health behaviors and individual well-being.
U2, L10	23	Identify and practice strategies to reduce the spreading of germs.
U2, L10	23	Identify and discuss serving sizes as recommended by the Food & Drug Administration (FDA)
U2, L10	23 (peach side bar)	Explore differences in cultural diets. (multicultural sidebar)
U2, L11	24-25	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U2, L11	24-25	Explore differences in cultural diets.
U2, L11	25 (blue sidebar)	Identify a relationship between health behaviors and individual well-being. Moderation.
U2, L11	25	Identify and discuss serving sizes as recommended by the Food & Drug Administration (FDA)
U2, L12	26-27	Identify a relationship between health behaviors and individual well-being.
U2, L12	26-27	Identify advertising techniques used in marketing health related products
U2, L12	26-27	Explore differences in cultural diets.
U2, L12	26-27	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U2, L12	26-27	Demonstrate healthy choices outside the school environment.
U2, L12	27	Identify and discuss serving sizes as recommended by the Food & Drug Administration (FDA)
U2, L13	28-29	Identify a relationship between health behaviors and individual well-being.
U2, L13	28-29	Distinguish between fact and opinion in health information
U2, L13	28-29	Identify advertising techniques used in marketing health related products
U2, L13	28-29	Explore differences in cultural diets.
U2, L13	28-29	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U2, L13	28-29	Demonstrate healthy choices outside the school environment.
U2, L14	30-31	Identify a relationship between health behaviors and individual well-being.

U2, L14	30-31	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U2, L14	30-31	Illustrate safety and injury prevention techniques. Art: Helmets & pads
U2, L14	30-31	Discuss ways that family time promotes healthy lifestyles.
U2, L14	30-31	Explore differences in cultural diets.
U2, L14	30-31	Demonstrate healthy choices outside the school environment.
U3, L15	34	Identify a relationship between health behaviors and individual well-being.
U3, L15	34-35	Identify a relationship between health behaviors and individual well-being.
U3, L15	34-35	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U3, L15	34-35	Illustrate safety and injury prevention techniques.
U3, L15	34-35	Distinguish between drug use and misuse.
U3, L15	34-35	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U3, L15	35 (blue sidebars)	Distinguish between communicable and non-communicable diseases.
U3, L15	35	Identify the characteristics of a good friend.
U3, L16	36	
U3, L16	36-37	Illustrate safety and injury prevention techniques.
U3, L16	36-37	Distinguish between drug use and misuse.
U3, L16	36-37	Analyze ways health care technology can enhance personal health. (inhaler)
U3, L16	36-37	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U3, L16	36-37	Identify the characteristics of a good friend.
U3, L17	38-39	Identify a relationship between health behaviors and individual well-being.
U3, L17	38-39	Distinguish between communicable and non-communicable diseases.
U3, L17	38-39	Identify and practice strategies to reduce the spreading of germs.
U3, L17	38-39	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U3, L17	38-39	Distinguish between drug use and misuse.
U3, L17	38-39	Demonstrate healthy choices outside the school environment.
U3, L18	40-41	Discuss ways that family time promotes healthy lifestyles.
U3, L18	41	Identify a relationship between health behaviors and individual well-being.
U3, L18	41	Investigate the effects of exercise on well-being.

U3, L19	42-43	Identify a relationship between health behaviors and individual well-being.
U3, L19	43	Investigate the effects of exercise on well-being.
U4, L20	46-47	Identify a relationship between health behaviors and individual well-being.
U4, L20	46-47	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U4, L20	46-47	Demonstrate healthy choices outside the school environment.
U4, L20	46-47	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L20	46-47	Identify the characteristics of a good friend.
U4, L20	47	Investigate the effects of exercise on well-being.
U4, L21	48	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L21	48	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L21	48	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L21	49	Discuss ways that family time promotes healthy lifestyles. Art: hugging
U4, L21	49	Identify the characteristics of a good friend.
U4, L22	50-51	Identify a relationship between health behaviors and individual well-being.
U4, L22	50-51	Illustrate safety and injury prevention techniques.
U4, L22	50-51	Apply a decision-making process to address personal health issues and problems. (decision-making skills, knowing the difference between safe & unsafe behaviors)
U4, L22	50-51	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L22	50-51	Investigate the effects of exercise on well-being.
U4, L22	50-51	Identify factors that influence decision-making. (Entire story line and supporting lessons model & teach which activities, foods would be health-promoting decisions. Including decision-making skills, knowing the difference between safe and unsafe behaviors)
U4, L22	50-51	Demonstrate healthy choices outside the school environment.
U4, L22	50-51	Identify the characteristics of a good friend.
U4, L23	52-54	Illustrate safety and injury prevention techniques.
U4, L23	52-54	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U4, L23	52-54	Discuss ways that family time promotes healthy lifestyles.

U4, L23	52-54	Demonstrate healthy choices outside the school environment.
U4, L23	52-54	Identify the characteristics of a good friend.
U4, L24	55-56	Identify a relationship between health behaviors and individual well-being.
U4, L24	55-56	Illustrate safety and injury prevention techniques.
U4, L24	55-56	Identify factors that influence decision-making. (Entire story line and supporting lessons model & teach which activities, foods would be health-promoting decisions. Including decision-making skills, knowing the difference between safe and unsafe behaviors)
U4, L24	55-56	Demonstrate healthy choices outside the school environment.
U4, L24	56	Identify the characteristics of a good friend. (healthy boundaries)
U5, L25	58-59	Demonstrate healthy choices outside the school environment.
U5, L25	58-59	Identify a relationship between health behaviors and individual well-being.
U5, L25	58-59	Distinguish between drug use and misuse.
U5, L25	58-59	Explain the impact of drug abuse on the individual, family and community.
U5, L25	58-59	Illustrate safety and injury prevention techniques.
U5, L25	59	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U5, L25	59	Investigate the effects of exercise on well-being.
U5, L26	60	Identify the characteristics of a good friend.
U5, L26	60-61	Demonstrate healthy choices outside the school environment.
U5, L26	60-61	Identify a relationship between health behaviors and individual well-being.
U5, L26	60-61	Distinguish between drug use and misuse.
U5, L26	60-61	Explain the impact of drug abuse on the individual, family and community.
U5, L26	60-61	Illustrate safety and injury prevention techniques.
	62	Investigate the effects of exercise on well-being.
U5, L27	62-63	Demonstrate healthy choices outside the school environment.
U5, L27	62-63	Explain the impact of drug abuse on the individual, family and community.
U5, L27	62-63	Illustrate safety and injury prevention techniques.
U5, L27	62-63	Discuss ways that family time promotes healthy lifestyles.
U5, L27	62-63	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U5, L27	62-63	Identify a relationship between health behaviors and individual well-being.
U5, L27	62-63	Distinguish between drug use and misuse.
U5, L28	64-65	Demonstrate healthy choices outside the school environment.

U5, L28	64-65	Illustrate safety and injury prevention techniques.
U5, L28	64-65	Discuss ways that family time promotes healthy lifestyles.
U5, L28	64-65	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U5, L28	64-65	Identify a relationship between health behaviors and individual well-being.
U5, L28	64-65	Distinguish between drug use and misuse.
U5, L28	64-65	Explain the impact of drug abuse on the individual, family and community.
U5, L28	65	Identify a relationship between health behaviors and individual well-being.
U5, L29	66	Identify a relationship between health behaviors and individual well-being.
U5, L29	66-67	Distinguish between fact and opinion in health information
U5, L29	66-67	Identify advertising techniques used in marketing health related products
U5, L29	66-67	Illustrate safety and injury prevention techniques.
U5, L29	66-67	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U5, L29	66-67	Identify a relationship between health behaviors and individual well-being.
U5, L29	66-67	Distinguish between drug use and misuse.
U5, L29	66-67	Explain the impact of drug abuse on the individual, family and community.
U5, L29	67	Investigate the effects of exercise on well-being.
U5, L29	67	Explain the impact of drug abuse on the individual, family and community.
U5, L30	68-69	Apply a decision-making process to address personal health issues and problems. (consequences of making a bade decision, refusal skills)
U5, L30	68-69	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U5, L30	68-69	Identify factors that influence decision-making. (consequences of making a bad decision, refusal skills)
U5, L30	68-69	Identify the characteristics of a good friend.
U5, L30	68-69	Demonstrate healthy choices outside the school environment. (consequences of making a bad decision, refusal skills)
U5, L30	68-69	Illustrate safety and injury prevention techniques.
U5, L30	68-69	Identify a relationship between health behaviors and individual well-being.
U5, L30	68-69	Distinguish between drug use and misuse.
U5, L30	68-69	Explain the impact of drug abuse on the individual, family and community.
U5, L30	69 (blue sidebar, bottom section on consequences)	Explain the impact of drug abuse on the individual, family and community.

U6, L31	72-73	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U6, L31	72-73	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U6, L31	72-73	Identify the characteristics of a good friend.
U6, L32	74	
U6, L32	74-75	Discuss ways that individuals can contribute to community well being.
U6, L32	74-75	Identify ways to be sensitive to the feelings of others to include disabled and chronically ill persons (e.g. compassion, encouragement)
U6, L32	74-75	Identify the characteristics of a good friend.
U6, L32	75	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U6, L33	76-77	Identify a relationship between health behaviors and individual well-being.(Builds general media literacy)
U6, L33	76-77	Distinguish between fact and opinion in health information
U6, L33	76-77	Identify advertising techniques used in marketing health related products. (builds general media literacy)
U6, L33	76-77	Identify factors that influence decision-making. (Entire story line and supporting lessons model & teach which activities, foods would be health-promoting decisions. Including decision-making skills, knowing the difference between safe and unsafe behaviors)
U6, L34	78-79	Identify a relationship between health behaviors and individual well-being.
U6, L34	78-79	Demonstrate the ability to locate resources from home, school and community that provide valid health information. (School features prominently as a source of info and activities.)
U6, L34	78-79	Demonstrate healthy choices outside the school environment.
U6, L34	78-79	Discuss ways that individuals can contribute to community well being.
U6, L35	80-81	Identify a relationship between health behaviors and individual well-being.
U6, L35	80-81	Discuss ways that individuals can contribute to community well being.
U6, L36	82-83	Investigate the effects of exercise on well-being.
U6, L36	82-83	Demonstrate healthy choices outside the school environment.
U6, L36	83	Identify a relationship between health behaviors and individual well-being.

World of Wellness Health Education Series: Fifth Grade (Purple Level)

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= online additional materials, FREE at <http://www.WOWHealth.org/addMat/2nd.cfm>

OM= optional materials tab section

PA= physical activity

TG locations	Student pp.	Description
U1, L1	2	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Ran, spun, darted, rushed, saluted.
U1, L1	2	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.) Mentoring.
U1, L1	2-3	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Grooming.
U1, L1	2-3	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L1	2-3	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U1, L1	2-3	Explore the characteristics of habits and how habits affect personal health. Story line models healthy habits & consequences of unhealthy, throughout text.
U1, L1	2-3	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U1, L1	2-3	Identify responsibilities within family. Dad is one to turn to.
U1, L1	3	Describe how participation in physical activity affects the body.
U1, L1	3	Evaluate the reliability of various health information sources.
U1, L1	3	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U1, L1	3	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Pointed.
U1, L1	3 Lower section of blue sidebar	Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food.)
U1, L2	4	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Stomped, skip, gallop, shrugged.
U1, L2	4-5	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L2	4-5	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Active listening & problem solving.
U1, L2	4-5	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U1, L2	4-5	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U1, L2	4-5	Identify health goals and their importance to well being. Story line models throughout.

U1, L2	4-5	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U1, L2	4-5	Identify responsibilities within family. Also modeled by characters.
U1, L3	6	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Clapped, shook heads.
U1, L3	6-7	Locate and evaluate the functions of community agencies and health care professionals. School, 911
U1, L3	6-7	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) School, 911.
U1, L3	6-7	Evaluate the reliability of various health information sources. From school throughout.
U1, L3	6-7	Evaluate the reliability of various health information sources. From school throughout. School, 911.
U1, L3	6-7	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L3	6-7	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U1, L3	6-7	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U1, L3	6-7	Identify health goals and their importance to well being. Story line models throughout.
U1, L3	6-7	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U1, L3	7	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Gave thumbs up.
U1, L4	8	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Leaned forward.
U1, L4	8-9	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Sunscreen, first aid kit.
U1, L4	8-9	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L4	8-9	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U1, L4	8-9	Demonstrate an awareness of safety through modeling. Environmental dangers.
U1, L4	8-9	Identify health goals and their importance to well being. Story line models throughout.
U1, L4	8-9	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U1, L4	9	Locate and evaluate the functions of community agencies and health care professionals. Radio station implied.
U1, L4	9	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) Radio stations implied; blue sidebar.
U1, L4	9	Evaluate the reliability of various health information sources. From school throughout.
U1, L4	9	Evaluate the reliability of various health information sources. From school throughout. Radio stations implied.

U1, L4	9	Describe the way technology affects health (i.e. video games, computers, and medical equipment.)
U1, L4	9	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Snapped.
U1, L5	10	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Jerked away.
U1, L5	10-11	Locate and evaluate the functions of community agencies and health care professionals. "Professional emergency help" & school nurse in top blue sidebar.
U1, L5	10-11	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) "Professional emergency help" & school nurse in top blue sidebar with/AN
U1, L5	10-11	Evaluate the reliability of various health information sources. From school throughout. "professional emergency help" & school nurse in top blue sidebar.
U1, L5	10-11	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L5	10-11	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U1, L5	10-11	Identify health goals and their importance to well being. Story line models throughout.
U1, L5	10-11	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U1, L5	10-11	Identify responsibilities within family. Also modeled by characters.
U1, L5	11	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Bandages, ice.
U1, L5	11	Describe the way technology affects health (i.e. video games, computers, and medical equipment.)
U1, L6	12-13	Describe how participation in physical activity affects the body.
U1, L6	12-13	Evaluate the reliability of various health information sources. From school throughout.
U1, L6	12-13	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U1, L6	12-13	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U1, L6	12-13	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L6	12-13	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U1, L6	12-13	Explore the characteristics of habits and how habits affect personal health. Story line models healthy habits & consequences of unhealthy, throughout text.
U1, L6	12-13	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U1, L6	13	Identify ways the body's defense system can be improved.

U1, L6	13	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U1, L7	14	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Cringed.
U1, L7	14-15	Describe how participation in physical activity affects the body.
U1, L7	14-15	Evaluate the reliability of various health information sources. From school throughout.
U1, L7	14-15	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U1, L7	14-15	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U1, L7	14-15	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U1, L7	14-15	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Safety equipment, yoga video.
U1, L7	14-15	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U1, L7	14-15	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U1, L7	14-15	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U1, L7	15	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Yoga video; safety equipment.
U1, L7	15	Demonstrate an awareness of safety through modeling. Environmental dangers.
U1, L8	17 Art	Distinguish between healthy and unhealthy snacks. Characters modeling unhealthy eating.
U1, L8	18 Art	Distinguish between healthy and unhealthy snacks. Characters modeling healthy eating.
U2, L8	18-19	Distinguish between healthy and unhealthy snacks.
U2, L8	18-19	Evaluate the reliability of various health information sources. Emails from pen pals
U2, L8	18-19	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U2, L8	18-19	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U2, L8	18-19	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L8	18-19	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L8	18-19	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Emailing pen pals.

U2, L8	18-19	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U2, L8	18-19	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U2, L8	19	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Shook head.
U2, L8	19 Top Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U2, L8	19 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L9	20	Distinguish between healthy and unhealthy snacks. Characters modeling healthy eating.
U2, L9	20-21	Identify ways the body's defense system can be improved.
U2, L9	20-21	Distinguish between healthy and unhealthy snacks. Additional nutritional information.
U2, L9	20-21	Evaluate the reliability of various health information sources. Emails from pen pals
U2, L9	20-21	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U2, L9	20-21	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L9	20-21	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L9	20-21	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Emailing pen pals.
U2, L9	20-21	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U2, L9	20-21	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U2, L9	21	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Skidded.
U2, L9	21 Lower L Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U2, L9	21 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L10	22 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L10	22-23	Identify ways the body's defense system can be improved.
U2, L10	22-23	Distinguish between healthy and unhealthy snacks. Additional nutritional information.

U2, L10	22-23	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U2, L10	22-23	Identify personal health needs and develop long-term goals for a healthy lifestyle. Goal-setting.
U2, L10	22-23	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L10	22-23	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L10	22-23	Identify health goals and their importance to well being. Story line models throughout. Goal-setting.
U2, L10	22-23	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Goal-setting.
U2, L10	23 Top Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U2, L10	23 Art	Distinguish between healthy and unhealthy snacks. Characters modeling unhealthy eating.
U2, L10	23 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L11	24 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L11	24	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Slapped hand over mouth.
U2, L11	24 Blue sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U2, L11	24-25	Distinguish between healthy and unhealthy snacks.
U2, L11	24-25	Evaluate the reliability of various health information sources. Emails from pen pals
U2, L11	24-25	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U2, L11	24-25	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U2, L11	24-25	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L11	24-25	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L11	24-25	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Emailing pen pals.
U2, L11	24-25	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.

U2, L11	24-25	Explore the characteristics of habits and how habits affect personal health. Story line models healthy habits & consequences of unhealthy, throughout text.
U2, L11	24-25	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U2, L11	25 Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U2, L12	26-27	Distinguish between healthy and unhealthy snacks.
U2, L12	26-27	Evaluate the reliability of various health information sources.
U2, L12	26-27	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L12	26-27	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L12	26-27	Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food.)
U2, L12	26-27	Identify health goals and their importance to well being. Story line models throughout.
U2, L12	26-27	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U2, L12	27 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U2, L13	28 Art	Distinguish between healthy and unhealthy snacks. Characters modeling unhealthy eating.
U2, L13	28-29	Distinguish between healthy and unhealthy snacks.
U2, L13	28-29	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U2, L13	28-29	Evaluate the reliability of various health information sources.
U2, L13	28-29	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U2, L13	28-29	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients).
U2, L13	28-29	Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food.)
U2, L13	28-29	Identify health goals and their importance to well being. Story line models throughout.
U2, L13	28-29	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U2, L13	28-29	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.) Label.
U2, L14	32	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Sunscreen.
U2, L14	32	Demonstrate an awareness of safety through modeling. Environmental dangers.
U3, L14	32-33	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.

U3, L14	32-33	Identify health goals and their importance to well being. Story line models throughout.
U3, L14	32-33	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U3, L15	34	Describe how participation in physical activity affects the body.
U3, L15	34	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Yoga video.
U3, L15	34	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Video.
U3, L15	34	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Leaped.
U3, L15	34-35	Identify ways the body's defense system can be improved.
U3, L15	34-35	Examine health and fitness assessments and their role in developing a personal wellness program.
U3, L15	34-35	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U3, L15	34-35	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U3, L15	34-35	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U3, L15	34-35	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U3, L15	35 Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U3, L16	36-37	Discuss how the body's defenses against disease work.
U3, L16	36-37	Identify ways the body's defense system can be improved.
U3, L16	36-37	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Need for tissue.
U3, L16	36-37	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U3, L16	36-37	Identify health goals and their importance to well being. Story line models throughout.
U3, L16	36-37	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U3, L16	37	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U3, L17	39	Distinguish between healthy and unhealthy snacks. Characters modeling healthy eating.
U4, L17	40-41	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L17	40-41	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Active listening & problem solving.
U4, L17	40-41	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L17	40-41	Identify health goals and their importance to well being. Story line models throughout.
U4, L17	40-41	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.

U4, L17	40-41	Identify responsibilities within family. Dad is one to turn to.
U4, L17	41	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Turning off TV.
U4, L18	42 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Rejected girl
U4, L18	42-43	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L18	42-43	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L18	42-43	Identify health goals and their importance to well being. Story line models throughout.
U4, L18	42-43	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U4, L18	42-43	Identify responsibilities within family. Dad is one to turn to.
U4, L18	43	Identify ways the body's defense system can be improved.
U4, L18	43	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U4, L18	43 Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U4, L19	44	Distinguish between healthy and unhealthy snacks. Characters modeling healthy eating.
U4, L19	44 Art	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Safety equipment.
U4, L19	44 Art	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Safety equipment.
U4, L19	44-45	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U4, L19	44-45	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L19	44-45	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L19	44-45	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U4, L19	44-45	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U4, L19	45	Distinguish between healthy and unhealthy snacks.
U4, L19	45	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Media sidebar.
U4, L19	45 Lower L Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)

U4, L20	46-47	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U4, L20	46-47	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U4, L20	46-47	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L20	46-47	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L20	46-47	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U4, L20	46-47	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U4, L20	47 Upper R Blue Sidebar	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U4, L21	48-49	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U4, L21	48-49	Describe how participation in physical activity affects the body.
U4, L21	48-49	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U4, L21	48-49	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L21	48-49	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L21	48-49	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U4, L21	48-49	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U4, L21	48-49	Identify responsibilities within family. Dad is one to turn to.
U4, L22	50-51	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U4, L22	50-51	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U4, L22	50-51	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U4, L22	50-51	Identify health goals and their importance to well being. Story line models throughout.
U4, L22	50-51	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.

U4, L22	51	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Active listening & problem solving.
U4, L22	51 Lower Blue Sidebar	Describe how participation in physical activity affects the body.
U4, L23	54	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Slumped.
U4, L23	54	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Nodded.
U5, L23	54-55	Evaluate the reliability of various health information sources. From Peers.
U5, L23	54-55	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L23	54-55	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L23	54-55	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Active listening & problem solving. Positive peer pressure.
U5, L23	54-55	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U5, L23	54-55	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U5, L23	54-55	Identify health goals and their importance to well being. Story line models throughout.
U5, L23	54-55	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U5, L23	55 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Pinky swear.
U5, L23	55 Left Blue Sidebar	Describe the way technology affects health (i.e. video games, computers, and medical equipment.) Violence in media.
U5, L24	56-57	Evaluate the reliability of various health information sources. From school throughout.
U5, L24	56-57	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L24	56-57	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U5, L24	56-57	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L24	56-57	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.
U5, L24	56-57	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.

U5, L24	56-57	Identify health goals and their importance to well being. Story line models throughout. Healthy choices.
U5, L24	56-57	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices.
U5, L24	57 Peach Sidebar	Explore various eating patterns and how they relate to family backgrounds and lifestyles (i.e. fast food, cooking ingredients). Multicultural.
U5, L25	58-59	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L25	58-59	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L25	58-59	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U5, L25	58-59	Identify health goals and their importance to well being. Story line models throughout.
U5, L25	58-59	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U5, L25	58-59	Identify responsibilities within family. Dad is one to turn to.
U5, L25	59 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Concern
U5, L26	60	Locate and evaluate the functions of community agencies and health care professionals. Special hospital and doctor.
U5, L26	60	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) Special hospital and doctor.
U5, L26	60	Evaluate the reliability of various health information sources. From school throughout. Special hospital & doctor.
U5, L26	60-61	Discuss how the body's defenses against disease work. (are interfered with)
U5, L26	60-61	Identify ways the body's defense system can be improved.
U5, L26	60-61	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L26	60-61	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U5, L26	60-61	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L26	60-61	Identify health goals and their importance to well being. Story line models throughout.
U5, L26	60-61	Explore the characteristics of habits and how habits affect personal health. Story line models healthy habits & consequences of unhealthy, throughout text. Habits turning into addiction.
U5, L26	60-61	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U5, L26	61 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Concern.

U5, L27	62	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Plopped, hung head.
U5, L27	62-63	Locate and evaluate the functions of community agencies and health care professionals. "Treatment"
U5, L27	62-63	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) "treatment"
U5, L27	62-63	Evaluate the reliability of various health information sources. From school throughout. (top blue sidebar; also, morgue.)
U5, L27	62-63	Evaluate the reliability of various health information sources. Home.
U5, L27	62-63	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L27	62-63	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U5, L27	62-63	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L27	62-63	Demonstrate an awareness of safety through modeling. Interpersonal & drug situations.
U5, L27	62-63	Identify health goals and their importance to well being. Story line models throughout. Healthy choices vs. consequences of bad choices.
U5, L27	62-63	Explore the characteristics of habits and how habits affect personal health. Story line models healthy habits & consequences of unhealthy, throughout text. Habits turning into addiction.
U5, L27	62-63	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices vs. consequences of bad choices.
U5, L27	62-63	Identify responsibilities within family. Dad is one to turn to.
U5, L27	63	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Actions/reactions to situations. Nodded.
U5, L28	64 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Pride.
U5, L28	64-65	Identify ways the body's defense system can be improved.
U5, L28	64-65	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L28	64-65	Identify personal health needs and develop long-term goals for a healthy lifestyle. Goal-setting.
U5, L28	64-65	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L28	64-65	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.

U5, L28	64-65	Identify health goals and their importance to well being. Story line models throughout. Goal-setting.
U5, L28	64-65	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Goal-setting.
U5, L29	66 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Concern.
U5, L29	66-67	Locate and evaluate the functions of community agencies and health care professionals. (top blue sidebar; also, morgue.)
U5, L29	66-67	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) Morgue.
U5, L29	66-67	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U5, L29	66-67	Identify health goals and their importance to well being. Story line models throughout.
U5, L29	66-67	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U5, L29	67	Evaluate the reliability of various health information sources.
U5, L29	67	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.
U5, L30	70 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Disappointment.
U6, L30	70-71	Evaluate the reliability of various health information sources. Media influences.
U6, L30	70-71	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U6, L30	70-71	Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food.) Media influences.
U6, L30	70-71	Identify health goals and their importance to well being. Story line models throughout.
U6, L30	70-71	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U6, L30	71 Top Blue Sidebar	Locate and evaluate the functions of community agencies and health care professionals. Government health agencies.
U6, L30	71 Top Blue Sidebar	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) Government health agencies.
U6, L30	71 Top Blue Sidebar	Evaluate the reliability of various health information sources. Gov, health agencies.
U6, L30	71 Art	Distinguish between healthy and unhealthy snacks. Characters modeling unhealthy eating.
U6, L31	72-73	Evaluate the reliability of various health information sources.
U6, L31	72-73	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U6, L31	72-73	Analyze ways in which the media influences buying decisions (i.e. health products, medicine, and food.)
U6, L31	72-73	Identify health goals and their importance to well being. Story line models throughout.

U6, L31	72-73	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U6, L31	73	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Interested, friendly.
U6, L31	73 Art	Distinguish between healthy and unhealthy snacks. Characters modeling unhealthy eating.
U6, L32	74 Art	Identify and discuss the use and impact of health products (i.e. sunblock, toothpaste) Gloves.
U6, L32	74-75	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U6, L32	74-75	Demonstrate an awareness of safety through modeling. Environmental dangers.
U6, L32	74-75	Identify health goals and their importance to well being. Story line models throughout.
U6, L32	74-75	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U6, L32	74-75	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U6, L32	75 Incl. Blue Sidebar	Locate and evaluate the functions of community agencies and health care professionals. EPA, recycling services, URL.
U6, L32	75 Incl. Blue Sidebar	Identify the impact of healthy services in the community (i.e. ambulance service, rescue squad.) EPA, recycling services, URL.
U6, L33	76-77 Incl. Rt Blue Sidebar	Locate and evaluate the functions of community agencies and health care professionals. Government , lawyers & self as advocate.
U6, L33	76-77	Evaluate the reliability of various health information sources. Gov, lawyers, & self advocate.
U6, L33	76-77	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U6, L33	76-77	Demonstrate an awareness of safety through modeling. Environmental dangers.
U6, L33	76-77	Identify health goals and their importance to well being. Story line models throughout.
U6, L33	76-77	Evaluate strategies and skills for attaining personal health goals. Story line models throughout.
U6, L33	76-77	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U6, L33	77 Art	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Concentrating.
U6, L34	78-79 Blue Sidebar	Describe how participation in physical activity affects the body.
U6, L34	78-79 Blue Sidebar	Evaluate the reliability of various health information sources. Home.
U6, L34	78-79	Examine health and fitness assessments and their role in developing a personal wellness program. Story line guides examination of health & fitness concepts to help students assess their role in developing personal wellness programs and making healthy choices.

U6, L34	78-79	Identify personal health needs and develop long-term goals for a healthy lifestyle. Healthy choices.
U6, L34	78-79	Identify personal health needs and develop long-term goals for a healthy lifestyle. Story line models throughout.
U6, L34	78-79	Identify health goals and their importance to well being. Story line models throughout. Healthy choices beyond school setting.
U6, L34	78-79	Evaluate strategies and skills for attaining personal health goals. Story line models throughout. Healthy choices beyond school setting.
U6, L34	78-79	Develop strategies to encourage and influence others in making healthy choices (i.e. healthy food choices, abstaining from alcohol, tobacco, and illegal drug use.)
U6, L34	79 Art-rt.	Demonstrate verbal and non-verbal skills to communicate care, self-control and respect for all. Body language (other than facial expressions) Silly.