

STATE: Tennessee
 COURSE TITLE: Health
 SUBMISSION TITLE: World of Wellness, Grades 3-5
 Publisher: Human Kinetics
 GRADE: 3

Standard

**Pages or Locations
 Where Taught**

1.0 Personal Health and Wellness

SE

TG

The student will demonstrate the ability to implement decision making and goal setting skills to promote their personal health and wellness, thereby enhancing quality of life for themselves and those around them. The student will:

1.1 identify effective decision-making techniques;

55 (L1)

11-12 (U4)

1.2 identify the benefits of forming personal goals, values, and standards;

1.3 identify the influences that help an individual form personal goals, values, and standards;

1.4 apply the decision-making process in developing personal goals and standards that affect family life;

1.5 evaluate the influence of media on decision-making processes related to healthful living.

66-67 (L2), 70-71 (L2)

10-11 (U5), 1-3 (U6)

Bold-faced type indicates in-depth study. Regular type indicates mention.

Standard

2.0 Personal Health and Wellness

The student will understand the importance of personal hygiene practices as related to healthful living. The student will:

2.1 demonstrate the importance of personal hygiene practices;

2.2 describe physical/emotional/social health implications of personal hygiene;

40-43 (L1, 2)

6-8 (U3)

2.3 identify ways to take responsibility for our personal health;

5 (L1), 18-19 (L1)

3-4 (U1), 20-22 (U1)

2.4 analyze the changes in health and hygiene needs related to adolescence.

3.0 Personal Health and Wellness

The student will understand the role of body systems as related to healthful living. The student will:

3.1 describe the basic human body structures;

3.2 describe the functions of the human body systems;

3.3 explain how health is influenced by the interaction of human body systems.

Standard

4.0 Personal Health and Wellness

The student will understand the relationship of physical activity and rest to healthful living. The student will:

- | | | |
|---|---|---|
| 4.1 explain the importance of participation in the recommended one hour of daily physical activity; | 6-7 (L1), 53 (L1), 72-73 (L1, 2) , 82-83 (L2), | 5-7 (U1), 8-10 (U4), 4-6 (U6) , 16-18 (U6) |
| 4.2 identify personal physical activity goals needed to achieve overall wellness; | 16-17 (L2), 33 (L2), 72-73 (L2) | 17-19 (U1), 11-13 (U2), 4-6 (U6) |
| 4.3 explain the role of adequate sleep in health and performance of daily activities. | 19 (L1) | 20-22 (U1) |

5.0 Nutrition

The student will understand the relationship of nutrition to healthful living. The student will:

- | | | |
|---|---|--|
| 5.1 use the “My Pyramid” as a guide for choosing a variety of foods necessary for good health; | 24-25 (L2), 26-27 (L2) 28-29 (L2, 30-31 (L2), 32-33 (L2) | 3-4 (U2), 5-6 (U2), 7-8 (U2), 9-10 (U2), 11-13 (U2) |
| 5.2 explain how personal health and body composition is influenced by balancing diet and physical exercise. | 22-23 (L2), 82-83 (L2) | 1-2 (U2), 16-17 (U6) |

6.0 Family Life

The student will understand the contributions of family relationships to healthful living. The student will:

- | | | |
|--------------------------------------|-----------------------------|----------------------------|
| 6.1 identify all families as unique; | 2-3 (L1), 44 (L1, 2) | 1-2 (U1), 9-11 (U3) |
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6.2 demonstrate respect for the responsibilities of each person within the family;	48-49 (L1, 2, 3)	3-5 (U4)
6.3 identify how to improve family relationships;	48-49 (L1, 2, 3)	3-5 (U4)
6.4 describe how family structures change;	2-3 (L1)	1-2 (U1)
6.5 discuss ways that changes in the family can affect emotions;	53 (L1)	8-10 (U4)
6.6 understand that cultural differences exist and influence family customs.		

7.0 Family Life

The student will understand the stages of human growth and development. The student will:

7.1 identify changes in the body that occur throughout the life cycle;	52-53 (L2, 3)	8-10 (U4)
7.2 demonstrate respect for self and others as physical changes occur at varying rates.	52-53 (L2, 3)	8-10 (U4)

8.0 Emotional, Social, and Mental Health

The student will understand the importance of positive self-concept and interpersonal relationships for healthful living. The student will:

8.1 describe how feelings affect behavior;	46-47 (L1, 2)	1-2 (U4)
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Standard

8.2 demonstrate respect for the unique qualities of self and others;

8.3 describe characteristics to be a responsible friend and family member;

8.4 identify positive and negative stress.

9.0 Disease Prevention and Control

The student will understand attitudes and behaviors for preventing and controlling disease. The student will:

9.1 identify common germs (pathogens);

9.2 compare and contrast communicable and non-communicable diseases;

9.3 describe ways diseases are spread and prevented;

36-37 (L2), 38-39 (L2)

1-2 (U3), 3-5 (U3)

9.4 distinguish between safe and risky behaviors as related to disease prevention.

10.0 Injury Prevention and Safety

The student will understand attitudes and behaviors for preventing injuries and deaths from injury. The student will:

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10.1 identify common causes of childhood injuries and methods of prevention (motor vehicles [includes buses and ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 explain the importance of safety rules and laws;

8-9 (L1), 12-13 (L3)

8-9 (U1), 12-14 (U1)

10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries.

11.0 Injury Prevention and Safety

The student will understand appropriate care for injuries and sudden illnesses. The student will:

11.1 describe appropriate actions for emergency and non-emergency situations;

14-15 (L1)

15-16 (U1)

11.2 demonstrate first aid techniques.

12.0 Injury Prevention and Safety

The student will understand the appropriate action to take when personal safety is threatened.

12.1 identify situations that should be reported to a trusted adult;

12.2 demonstrate self-protection skills and identify appropriate resources for help;

11 (L2), 64-65 (L2), **70-71 (L2)**

10-11 (U1), 8-9 (U5), **1-3 (U6)**

Standard

13.0 Substance Use and Abuse

The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse. The student will:

13.1 distinguish between appropriate use and the misuse/abuse of chemical substances for healthful living;

58-59 (L 1, 2) 62-63 (L1, 2), 64-65 (L1) 1-2 (U5) 8-9 (U5), 10-11 (U5)

13.2 analyze the influences of peers, family, and community on chemical substance use and abuse;

13.3 evaluate the effects of substance use and abuse (e.g. tobacco, alcohol, and illegal drugs) on physical, mental, and social functioning;

60-61 (L1, 2, 3), 62-63 (L1, 2) 3-4 (U5), 8-9 (U5)

13.4 demonstrate decision-making and refusal skills;

13.5 explain how personal choices relate to health and wellness consequences;

13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over-the-counter and prescription medication).

14.0 Environmental and Community Health

The student will recognize environmental practices, products and resources that affect personal and community

Standard

health and promotes healthful living. The student will:

14.1 identify the causes and effects of different types of pollution on health;

76-77 (L1, 2, 3)

9-11 (U6)

14.2 apply the practices of “reduce, reuse, and recycle”;

76-77 (L1, 2, 3), **78-79 (L1, 2),
80-81 (L2, 3)**

9-11 (U6), **12-13 (U6), 14-15
(U6)**

14.3 evaluate and select environmentally safe products;

14.4 describe ways health agencies assist in promoting health and the environment;

74 (L2)

7-8 (U6)

14.5 explain the importance of community organizations to healthful living;

14.6 identify resources and facilities in the community that promote healthful living;

74-75 (L1), 78-79 (L2)

7-8 (U6), 12-13 (U6)

14.7 evaluate the effect of media and technology on individual, family, and community health.

STATE: Tennessee
 COURSE TITLE: Health
 SUBMISSION TITLE: World of Wellness, Grades 3-5
 Publisher: Human Kinetics
 GRADE: 4

Standard

**Pages or Locations
 Where Taught**

1.0 Personal Health and Wellness

SE

TG

The student will demonstrate the ability to implement decision making and goal setting skills to promote their personal health and wellness, thereby enhancing quality of life for themselves and those around them. The student will:

1.1 identify effective decision-making techniques;

50-51 (L1, 2)

5-7 (U4)

1.2 identify the benefits of forming personal goals, values, and standards;

1.3 identify the influences that help an individual form personal goals, values, and standards;

1.4 apply the decision-making process in developing personal goals and standards that affect family life;

1.5 evaluate the influence of media on decision-making processes related to healthful living;

28-229 (L2), 66-67 (L2), 76-77 (L2)

10-11 (U2), 12-14 (U5), 7-8 (U6)

Bold-faced type indicates in-depth study. Regular type indicates mention.

Standard

2.0 Personal Health and Wellness

The student will understand the importance of personal hygiene practices as related to healthful living. The student will:

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|---|------------------|--------------------|
| 2.1 demonstrate the importance of personal hygiene practices; | 5 (L1), 6-7 (L1) | 3-4 (U1), 5-6 (U1) |
| 2.2 describe physical/emotional/social health implications of personal hygiene; | | |
| 2.3 identify ways to take responsibility for our personal health; | | |
| 2.4 analyze the changes in health and hygiene needs related to adolescence. | | |

3.0 Personal Health and Wellness

The student will understand the role of body systems as related to healthful living. The student will:

- | | | |
|--|------------------|------------|
| 3.1 describe the basic human body structures; | 42-43 (L1, 2, 3) | 10-11 (U3) |
| 3.2 describe the functions of the human body systems; | 42-43 (L1, 2, 3) | 10-11 (U3) |
| 3.3 explain how health is influenced by the interaction of human body systems. | | |

Standard

4.0 Personal Health and Wellness

The student will understand the relationship of physical activity and rest to healthful living. The student will:

4.1 explain the importance of participation in the recommended one hour of daily physical activity;

14-15 (L2), 66-67 (L1), 66-67 (L1), 82-83 (L1)

13-14 (U1), 12-14 (U5), 13-14 (U6)

4.2 identify personal physical activity goals needed to achieve overall wellness;

12-13 (L2), 14-15 (L2), 17 (L1), 31 (L2), 82-83 (L1)

11-12 (U1), 13-14 (U1), 15-16 (U1), 12-13 (U2), 13-14 (U6)

4.3 explain the role of adequate sleep in health and performance of daily activities.

5.0 Nutrition

The student will understand the relationship of nutrition to healthful living. The student will:

5.1 use the “My Pyramid” as a guide for choosing a variety of foods necessary for good health;

17 (L1), 22-23 (L1), 26-27 (L1, 2)

15-16 (U1), 1-3 (U2), 7-9 (U2)

5.2 explain how personal health and body composition is influenced by balancing diet and physical exercise.

17 (L1, 2), 22-23 (L1, 2), **24-25 (L2)**, 30-31 (L1, 2)

15-16 (U1), 1-3 (U2), **4-6 (U2)**, 12-13 (U2)

6.0 Family Life

The student will understand the contributions of family relationships to healthful living. The student will:

6.1 identify all families as unique;

2-3 (L2)

1-2 (U1)

Standard

6.2 demonstrate respect for the responsibilities of each person within the family;

6.3 identify how to improve family relationships;

52-54 (L1, 2, 3)

8-9 (U4)

6.4 describe how family structures change;

23 (L1), 48-49 (L2)

1-2 (U1), 3-4 (U4)

6.5 discuss ways that changes in the family can affect emotions;

46-47 (L2, 3), 48-49 (L2)

1-2 (U4), 3-4 (U4)

6.6 understand that cultural differences exist and influence family customs.

7.0 Family Life

The student will understand the stages of human growth and development. The student will:

7.1 identify changes in the body that occur throughout the life cycle;

40-41 (L1, 2, 3)

7-9 (U3)

7.2 demonstrate respect for self and others as physical changes occur at varying rates.

40-41 (L1, 2, 3)

7-9 (U3)

8.0 Emotional, Social, and Mental Health

The student will understand the importance of positive self-concept and interpersonal relationships for healthful living. The student will:

8.1 describe how feelings affect behavior;

Standard

8.2 name and describe qualities and characteristics that make all individuals unique;

8.3 identify the importance of developing and maintaining healthy relationships;

8.4 identify positive and negative stress.

9.0 Disease Prevention and Control

The student will understand attitudes and behavior for preventing and controlling disease. The student will:

9.1 identify common germs (pathogens);

9.2 compare and contrast communicable and non-communicable diseases;

36-37 (L1, 2)

3-4 (U3)

9.3 describe ways diseases are spread and prevented;

34-35 (L2, 3), 38-39 (L1, 2, 3)

1-2 (U3), 5-6 (U3)

9.4 distinguish between safe and risky behaviors as related to disease prevention.

34-35 (L2, 3)

1-2 (U3)

10.0 Injury Prevention and Safety

The student will understand attitudes and behaviors for preventing injuries and deaths from injury. The student will:

10.1 identify common causes of childhood injuries and methods of prevention (motor vehicles [includes buses and

Standard

ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 explain the importance of safety rules and laws;

8-9 (L2), 18-19 (L1, 2)

7-8 (U1), 17-18 (U1)

10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries.

11.0 Injury Prevention and Safety

The student will understand appropriate care for injuries and sudden illnesses. The student will:

11.1 describe appropriate actions for emergency and non-emergency situations;

18-19 (L1, 2)

17-18 (U1)

11.2 demonstrate first aid techniques.

12.0 Injury Prevention and Safety

The student will understand the appropriate action to take when personal safety is threatened. The student will:

12.1 identify situations that should be reported to a trusted adult;

12.2 demonstrate self-protection skills and identify appropriate resources for help;

10-11 (L1)

9-10 (U1)

Standard

13.0 Substance Use and Abuse

The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

13.1 distinguish between appropriate use and the misuse/abuse of chemical substances for healthful living;	60-61 (L1)	3-5 (U5)
13.2 analyze the influences of peers, family, and community on chemical substance use and abuse;		
13.3 evaluate the effects of substance use and abuse (e.g. tobacco, alcohol, and illegal drugs) on physical, mental, and social functioning;	58-59 (L1, 2)	1-2 (U5)
13.4 demonstrate decision-making and refusal skills;	55-56 (L2), 58-59 (L2), 64-65 (L2), 68-69 (L2)	10-11 (U4), 1-2 (U5), 9-11 (U5), 15-16 (U5)
13.5 explain how personal choices relate to health and wellness consequences;	62-63 (L1)	6-8 (U5)
13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over-the-counter and prescription medication).	64-65 (L1)	9-11 (U5)

14.0 Environmental and Community Health

The student will recognize environmental practices, products, and resources that affect personal and community

health and promotes healthful living. The student will:

14.1 identify the causes and effects of different types of pollution on health;	78-79 (L1), 80-81 (L1, 2)	9-10 (U6), 11-12 (U6)
14.2 apply the practices of “reduce, reuse, and recycle”;	80-81 (L1, 2)	11-12 (U6)
14.3 evaluate and select environmentally safe products;		
14.4 describe ways health agencies assist in promoting health and the environment;		
14.5 explain the importance of community organizations to healthful living;	74-75 (L1, 2)	4-6 (U6)
14.6 identify resources and facilities in the community that promote healthful living;	72-73 (L1), 74-75 (L1, 2)	1-3 (U6), 4-6 (U6)
14.7 evaluate the effect of media and technology on individual, family, and community health.		

STATE: Tennessee
 COURSE TITLE: Health
 SUBMISSION TITLE: World of Wellness, Grades 3-5
 Publisher: Human Kinetics
 GRADE: 5

Standard

**Pages or Locations
 Where Taught**

1.0 Personal Health and Wellness

SE

TG

The student will demonstrate the ability to implement decision making and goal setting skills to promote their personal health and wellness, thereby enhancing quality of life for themselves and those around them. The student will:

1.1 identify effective decision-making techniques;

48-49 (L1, 2)

13-14 (U4)

1.2 identify the benefits of forming personal goals, values, and standards;

34-35 (L1, 2), 48-49 (L1, 2)

4-6 (U3), 13-15 (U4)

1.3 identify the influences that help an individual form personal goals, values and standards;

48-49 (L1, 2)

13-15 (U4)

1.4 apply the decision-making process in developing personal goals and standards that affect family life;

1.5 evaluate the influence of media on decision-making processes related to healthful living;

3 (L2), **26-27 (L2), 28-29 (L2), 44-45 (L2), 70-71 (L3), 72-73 (L2)**

1-3 (U1), **13-15 (U2), 16-18 (U2), 7-9 (U4), 1-3 (U6), 4-6 (U6)**

Bold-faced type indicates in-depth study. Regular type indicates mention.

Standard

2.0 Personal Health and Wellness

The student will understand the importance of personal hygiene practices as related to healthful living. The student will:

2.1 demonstrate the importance of personal hygiene practices;

3 (L1)

1-3 (U1)

2.2 describe physical/emotional/social health implications of personal hygiene;

2.3 identify ways to take responsibility for our personal health;

2.4 analyze the changes in health and hygiene needs related to adolescence.

3.0 Personal Health and Wellness

The student will understand the role of body systems as related to healthful living. The student will:

3.1 describe the basic human body structures;

3.2 describe the functions of the human body systems;

32-33 (L1, 2)

1-3 (U3)

3.3 explain how health is influenced by the interaction of human body systems.

Standard

4.0 Personal Health and Wellness

The student will understand the relationship of physical activity and rest to healthful living. The student will:

4.1 explain the importance of participation in the recommended one hour of daily physical activity;

4.2 identify personal physical activity goals needed to achieve overall wellness;

4.3 explain the role of adequate sleep in health and performance of daily activities.

12-13 (L2), 14-15 (L2), **14-15 (L1)**, 78-79 (L1)

15-17 (U1), 19-19 (U1), 13-14 (U6)

5.0 Nutrition

The student will understand the relationship of nutrition to healthful living. The student will:

5.1 use the “My Pyramid” as a guide for choosing a variety of foods necessary for good health;

18-19 (L1), 20-21 (L1, 2), 22-23 (L1, 2), 24-25 (L1, 2)

1-3 (U2), 4-6 (U2), 7-9 (U2), 10-12 (U2)

5.2 explain how personal health and body composition is influenced by balancing diet and physical exercise.

18-19 (L1), 20-21 (L1, 2), 22-23 (L1, 2), 24-25 (L1, 2)

1-3 (U2), 4-6 (U2), 7-9 (U2), 10-12 (U2)

6.0 Family Life

The student will understand the contributions of family relationships to healthful living. The student will:

6.1 identify all families as unique;

2-3 (L3)

21-3 (U1)

Standard

6.2 demonstrate respect for the responsibilities of each person within the family;	40-41 (L2, 3)	1-3 (U1)
6.3 identify how to improve family relationships;	40-41 (L2, 3)	1-3 (U1)
6.4 describe how family structures change;	2-3 (L3), 42-43 (L1, 2)	1-3 (U1), 4-6 (U4)
6.5 discuss ways that changes in the family can affect emotions;		
6.6 understand that cultural differences exist and influence family customs.		

7.0 Family Life

The student will understand the stages of human growth and development. The student will:

- 7.1 identify changes in the body that occur throughout the life cycle;
- 7.2 demonstrate respect for self and others as physical changes occur at varying rates.

8.0 Emotional, Social, and Mental Health

The student will understand the importance of positive self-concept and interpersonal relationships for healthful living. The student will:

Standard

8.1 describe how feelings affect behavior;	4-5 (L1), 46-47 (L1, 2), 50-51 (L1, 2)	4-6 (U1), 10-12 (U4), 16-18 (U4)
8.2 demonstrate respect for the unique qualities of self and others;		
8.3 describe characteristics to be a responsible friend and family member;		
8.4 identify positive and negative stress.	46-47 (L2, 3)	10-12 (U4)

9.0 Disease Prevention and Control

The student will understand attitudes and behaviors for preventing and controlling disease. The student will:

9.1 identify common germs (pathogens);		
9.2 compare and contrast communicable and non-communicable diseases;	36-37 (L1, 2)	7-9 (U3)
9.3 describe ways diseases are spread and prevented;	36-37 (L1, 2)	7-9 (U3)
9.4 distinguish between safe and risky behaviors as related to disease prevention.		

10.0 Injury Prevention and Safety

The student will understand attitudes and behaviors for preventing injuries and deaths from injury. The student will:

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10.1 identify common causes of childhood injuries and methods of prevention (motor vehicles [includes buses and ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 explain the importance of safety rules and laws;

8-9 (L3)

10-11 (U1)

10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries.

10-11 (L2)

12-14 (U1)

11.0 Injury Prevention and Safety

The student will understand appropriate care for injuries and sudden illness. The student will:

11.1 describe appropriate actions for emergency and non-emergency situations;

11.2 demonstrate first aid techniques.

12.0 Injury Prevention and Safety

The student will understand the appropriate action to take when personal safety is threatened. The student will:

12.1 identify situations that should be reported to a trusted adult;

7 (L1)

7-9 (U1)

12.2 demonstrate self-protection skills and identify appropriate resources for help;

Standard

13.0 Substance Use and Abuse

The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse. The student will:

13.1 distinguish between appropriate use and the misuse/abuse of chemical substances for healthful living;

13.2 analyze the influences of peers, family, and community on chemical substance use and abuse;

58-59 (L1, 2), **62-63 (L1, 2)**

6-8 (U5), **12-13 (U5)**

13.3 evaluate the effects of substance use and abuse (e.g. tobacco, alcohol, and illegal drugs) on physical, mental, and social functioning;

60-61 (L1, 2), 62-63 (L1, 2), 64-65 (L2)

9-11 (U5), 12-14 (U5), 15-17 (U5)

13.4 demonstrate decision-making and refusal skills;

54-55 (L1, 2), 56-57 (L1)

1-3 (U5), 4-5 (U5)

13.5 explain how personal choices relate to health and wellness consequences;

60-61 (L1, 2)

9-11 (U5)

13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over-the-counter and prescription medication).

60-61 (L1, 2)

9-11 (U5)

14.0 Environmental and Community Health

The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthful living. The student will:

14.1 identify the causes and effects of different types of pollution on health;	74-75 (L1, 2), 76-77 (L2)	7-9 (U6), 10-12 (U6)
14.2 apply the practices of “reduce, reuse, and recycle”;	74-75 (L1, 2), 76-77 (L2)	7-9 (U6), 10-12 (U6)
14.3 evaluate and select environmentally safe products;		
14.4 describe ways health agencies assist in promoting health and the environment;	66-67 (L1, 2, 3)	18-20 (U5)
14.5 explain the importance of community organizations to healthful living;	66-67 (L1, 2, 3)	18-20 (U5)
14.6 identify resources and facilities in the community that promote healthful living;	66-67 (L1, 2, 3)	18-20 (U5)
14.7 evaluate the effect of media and technology on individual, family, and community health.		