

STATE: Tennessee  
 COURSE TITLE: Health  
 SUBMISSION TITLE: World of Wellness, Grades K-2  
 Publisher: Human Kinetics  
 GRADE: Kindergarten

**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 define “choices” and “consequences”;

28 (L1)

5 (U4)

1.2 identify trusted adult(s) to consult before making a choice;

1.3 identify questions to ask during the process of making a choice (e.g. It is healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);

1.4 identify personal goals and standards for healthful living;

1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;

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

## **Standard**

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

**35 (L1)**

**3 (U6)**

### **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 essential personal hygiene practices;

**5 (L1), 6 (L1)**

**5 (U1), 6 (U1)**

2.2 identify the importance of good versus poor personal hygiene practices;

**5 (L1), 6 (L1)**

**5 (U1), 6 (U1)**

2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);

2.4 describe physical/emotional/social health implications of personal hygiene.

### **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 identify the basic body structure;

**7 (L1), 8 (L1), 18 (L1)**

**7 (U1), 8 (U1), 2 (U3)**

3.2 identify the functions of the human body systems;

**8 (L1, L2), 18 (L1)**

**8 (U1), 2 (U3)**

3.3 explain the importance of the basic body systems.

**8 (L1), 18 (L1)**

**8 (U1), 2 (U3)**

## 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 describe the importance of participating in the recommended one hour of daily physical activity;

7 (L1), 9 (L1)

7 (U1), 9 (U1)

4.2 identify physical activities used in daily life that promote healthful living.

7 (L1), 9 (L1)

7 (U1), 9 (U1)

### 5.0 Nutrition

5.1 identify the basic food groups and foods;

14 (L1)

3 (U2)

5.2 identify food as a source of energy and growth;

12 (L1), 13 (L1) 14 (L1), 15 (L1)

1 (U2), 2 (U2) 3 (U2), 4 (U2)

5.3 describe the importance of healthy meals and snacks.

6 (L1), 12 (L1), 13 (L1), 14 (L1), 15 (L1), 16 (L2), 17

### 6.0 Family Life

6.1 describe the various types of family structures;

1 (L1), 24 (L1)

6 (U1), 1 (U2), 2 (U2), 3 (U2), 4 (U2), 5 (U2), 6 (U2)

6.2 explain that family structures vary and can change;

24 (L1)

1 (U1), 1 (U4)

6.3 identify common goals and values found in family structures;

25 (L1)

2 (U4)

6.4 identify ways children can contribute to healthy family life;

25 (L1)

2 (U4)

## **Standard**

6.5 identify how changes in the family can influence 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 human growth and development stages throughout the life cycle;

7.2 describe the important differences in the stages of human growth and development.

### **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 explain that feelings can be expressed in different ways;      **26 (L1), 27 (L1)**                      **3 (U4), 4 (U4)**

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

8.3 identify the importance of developing and maintaining healthy relationships.

## Standard

### 9.0 Disease Prevention and Control

9.1 identify and define common germs pathogens;

9.2 identify how germs are spread;

**22 (L1), 23 (L1)**

**6 (U3), 7 (U3)**

9.3 identify habits that will promote disease prevention;

**21 (L1), 23 (L1)**

**5 (U3), 7 (U3)**

9.4 identify chronic health problems.

### 10.0 Injury Prevention and Safety

10.1 list the eight most common injury risks for children (motor vehicles [includes buses and ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

**3 (L1)**

**3 (U1)**

10.2 identify ways to reduce their risk of injuries and deaths from injury;

**3 (L1), 4 (L1), 10 (L10)**

**3 (U1), 4 (U1), 10 (U1)**

10.3 discuss the importance of safety rules;

**3 (L1), 4 (L1), 10 (L1)**

**3 (U1), 4 (U1), 10 (U1)**

10.4 demonstrate the appropriate choices related to reducing unintentional injuries.

## Standard

### 11.0 Injury Prevention and Safety

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

11.1 report when someone is injured or ill to a responsible caregiver;

11.2 demonstrate basic first aid techniques (“Check, Call, care”; refer to American Red Cross first aid procedures).

### 12.0 Injury Prevention and Safety

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

**2 (L1), 11 (L1)**

**2 (U1), 11 (U1)**

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

**2 (L1), 11 (L1)**

**2 (U1), 11 (U1)**

### 13.0 Substance Use and Abuse

13.1 describe the role of drugs and medicines in keeping people healthy;

**22 (L1), 30 (L1)**

**6 (U3), 2 (U5)**

13.2 describe inappropriate use of drugs and medicines;

**29 (L1), 30 (L1)**

**1 (U5), 2 (U5)**

13.3 identify the consequences of using tobacco products, alcohol, and drugs;

**31 (L1), 32 (L1)**

**3 (U5), 4 (U5)**

13.4 practice refusal skills to avoid harmful substances;

## Standard

13.5 recognize the proper use of common household products (e.g. over-the-counter medicines, cleaners, gasoline, markers)

### 14.0 Environmental and Community Health

14.1 describe different types of pollution and its environmental affects; **34 (L1)** **2 (U6)**

14.2 identify the importance of “reduce, reuse, recycle” practices; **34 (L1)** **2 (U6)**

14.3 identify ways the environment affects a person’s emotional, social and physical health;

14.4 identify community health workers and the activities and programs they provide; **33 (L1)** **1 (U6)**

14.5 describe the importance of community organizations to healthful living;

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

STATE: Tennessee  
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GRADE: 1

## 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 define “choices” and “consequences”;

62-63 (L1)

13-14 (U4)

1.2 identify trusted adult(s) to consult before making a choice;

1.3 identify questions to ask during the process of making a choice (e.g. It is healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);

1.4 identify personal goals and standards for healthful living;

1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;

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

## Standard

1.6 evaluate the influence of media on decision-making process related to healthful living.

35 (L1), 80-81 (L1)

7-8 (U6)

### 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 essential personal hygiene practices;

10-11 (L1), 12-13 (L1)

12-13 (U1), 14-16 (U1)

2.2 identify the importance of good versus poor personal hygiene practices;

10-11 (L1), 12-13 (L1)

12-13 (U1), 14-16 (U1)

2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);

2.4 describe physical/emotional/social health implications of personal hygiene.

### 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 identify the basic body structure;

14-15 (L2), 16-17 (L2), 38-39 (L2),  
40-41 (L2)

17-19 (U1), 20-22 (U1), 1-3 (U3),  
4-5 (U3)

3.2 identify the functions of the human body systems;

14-15 (L2), 16-17 (L2)

17-19 (U1), 20-22 (U1)

3.3 explain the importance of the basic 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 describe the importance of participating in the recommended one hour of daily physical activity;

4.2 identify physical activities used in daily life that promote healthful living.

**18-19 (L1)**

**23-25 (U1)**

### **5.0 Nutrition**

5.1 identify the basic food groups and foods;

**29 (L1)**

**5-7 (U2)**

5.2 identify food as a source of energy and growth;

**26-27 (L2), 28-29 (L2), 30-31 (L2)**

**1-4 (U2), 5-7 (U2), 8-10 (U2)**

5.3 describe the importance of healthy meals and snacks.

**26-27 (L2), 28-29 (L2), 30-31 (L2), 32-33 (L2), 34-35 (L2)**

**1-4 (U2), 5-7 (U2), 8-10 (U2), 11-13 (U2), 14-16 (U2)**

### **6.0 Family Life**

6.1 describe the various types of family structures;

**2-3 (L2), 5-55 (L2)**

**1-3 (U1), 1-3 (U4)**

6.2 explain that family structures vary and can change;

**2-3 (L2), 54-55 (L2)**

**1-3 (U1), 1-3 (U4)**

6.3 identify common goals and values found in family structures;

**56-57 (L1)**

**4-6 (U4)**

6.4 identify ways children can contribute to healthy family life;

## **Standard**

6.5 identify how changes in the family can influence 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 human growth and development stages throughout the life cycle;

7.2 describe the important differences in the stages of human growth and development.

### **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 explain that feelings can be expressed in different ways; 5 (L1), 58-59 (L1), 60-61 (L1) 4-6 (U1), 7-9 (U4), 10-12 (U4)

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

8.3 identify the importance of developing and maintaining healthy relationships.

## Standard

### 9.0 Disease Prevention and Control

9.1 identify and define common germs pathogens;	48-49 (L1)	15-16 (U3)
9.2 identify how germs are spread;	48-49 (L1), 50-51 (L2)	15-16 (U3), 17-18 (U3)
9.3 identify habits that will promote disease prevention;	48-49 (L1), 50-51 (L2)	15-16 (U3), 17-18 (U3)
9.4 identify chronic health problems.		

### 10.0 Injury Prevention and Safety

10.1 list the eight most common injury risks for children (motor vehicles [includes buses and ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 identify ways to reduce their risk of injuries and deaths from injury;	6-7 (L1), 8-9 (L1), 20-21 (L1)	7-9 (U1), 10-11 (U1), 26-28 (U1)
10.3 discuss the importance of safety rules;	6-7 (L1), 8-9 (L1), 19 (L1), 20-21 (L1)	7-9 (U1), 10-11 (U1), 23-25 (U1), 26-28 (U1)
10.4 demonstrate the appropriate choices related to reducing unintentional injuries.		

## Standard

### 11.0 Injury Prevention and Safety

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

11.1 report when someone is injured or ill to a responsible caregiver;

11.2 demonstrate basic first aid techniques (“Check, Call, Care”; refer to American Red Cross first aid procedures).

### 12.0 Injury Prevention and Safety

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

**4-5 (L1), 22-23 (L1)**

**4-6 (U1), 29-31 (U1)**

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

**4-5 (L1), 22-23 (L1)**

**4-6 (U1), 29-31 (U1)**

### 13.0 Substance Use and Abuse

13.1 describe the role of drugs and medicines in keeping people healthy;

**46-47 (L2), 68-69 (L1)**

**12-14 (U3), 3-5 (5)**

13.2 describe inappropriate use of drugs and medicines;

**66-67 (L1)**

**1-2 (U5)**

13.3 identify the consequences of using tobacco products, alcohol, and drugs;

**70-71 (L1), 72-73 (L1)**

**6-8 (U5), 9-10 (U5)**

13.4 practice refusal skills to avoid harmful substances;

## Standard

13.5 recognize the proper use of common household products (e.g. over-the-counter medicines, cleaners, gasoline, markers)

### 14.0 Environmental and Community Health

14.1 describe different types of pollution and its environmental affects;

**78-79 (L1)**

**4-6 (U6)**

14.2 identify the importance of “reduce, reuse, recycle” practices;

14.3 identify ways the environment affects a person’s emotional, social and physical health;

14.4 identify community health workers and the activities and programs they provide;

**76-77 (L1)**

**1-3 (U6)**

14.5 describe the importance of community organizations to healthful living;

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

STATE: Tennessee  
 COURSE TITLE: Health  
 SUBMISSION TITLE: World of Wellness  
 Publisher: Human Kinetics  
 GRADE: 2

**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 define “choices” and “consequences”;

62-63 (L1)

13-15 (U4)

1.2 identify trusted adult(s) to consult before making a choice;

1.3 identify questions to ask during the process of making a choice (e.g. It is healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);

1.4 identify personal goals and standards for healthful living;

1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;

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

## Standard

1.6 evaluate the influence of media on decision-making process related to healthful living.

6-7 (U6)

### 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 essential personal hygiene practices;

10-11 (L1), 12-13 (L1)

13-15 (U1), 16-18 (U1)

2.2 identify the importance of good versus poor personal hygiene practices;

10-11 (L1), 12-13 (L1)

13-15 (U1), 16-18 (U1)

2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);

2.4 describe physical/emotional/social health implications of personal hygiene.

### 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 identify the basic body structure;

14-15 (L2), 16-17 (L2), 38-39 (L2), 40-41 (L2)

19-21 (U1), 22-24 (U1), 1-3 (U3), 4-6 (U3)

3.2 identify the functions of the human body systems;

14-15 (L2), 16-17 (L2)

19-21 (U1), 22-24 (U1)

3.3 explain the importance of the basic 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 describe the importance of participating in the recommended one hour of daily physical activity;

4.2 identify physical activities used in daily life that promote healthful living.

18-19 (L1)

25-27 (U1)

### 5.0 Nutrition

5.1 identify the basic food groups and foods;

29 (L1)

4-6 (U2)

5.2 identify food as a source of energy and growth;

26-27 (L2), 28-29 (L2), 30-31 (L2)

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

5.3 describe the importance of healthy meals and snacks.

26-27 (L2), 28-29 (L2), 30-31 (L2), 32-33 (L2), 34-35 (L2)

1-3 (U2), 4-6 (U2), 7-9 (U2), 10-12 (U2), 13-15 (U2)

### 6.0 Family Life

6.1 describe the various types of family structures;

2-3 (L2), 54-55 (L2)

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

6.2 explain that family structures vary and can change;

2-3 (L2), 54-55 (L2)

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

6.3 identify common goals and values found in family structures;

56-57 (L1)

4-6 (U4)

6.4 identify ways children can contribute to healthy family life;

## **Standard**

6.5 identify how changes in the family can influence 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 human growth and development stages throughout the life cycle;

7.2 describe the important differences in the stages of human growth and development.

### **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 explain that feelings can be expressed in different ways;

5 (L1), 58-59 (L1), 60-61 (L1)

4-6 (U1), 7-9 (U4), 10-12 (U4)

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

8.3 identify the importance of developing and maintaining healthy relationships.

## Standard

### 9.0 Disease Prevention and Control

9.1 identify and define common germs pathogens;	48-49 (L1)	10-12 (U1), 15-16 (U3)
9.2 identify how germs are spread;	48-49 (L1), 50-51 (L2)	10-12 (U1), 15-16 (U3), 17-18 (U3)
9.3 identify habits that will promote disease prevention;	48-49 (L1), 50-51 (L2)	15-16 (U3), 17-18 (U3)
9.4 identify chronic health problems.		

### 10.0 Injury Prevention and Safety

10.1 list the eight most common injury risks for children (motor vehicles [includes buses and ATVs], fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 identify ways to reduce their risk of injuries and deaths from injury;	6-7 (L1), 8-9 (L1), 20-21 (L1)	7-9 (U1), 10-12 (U1), 28-30 (U1)
10.3 discuss the importance of safety rules;	6-7 (L1), 8-9 (L1), 20-21 (L1)	7-9 (U1), 10-12 (U1), 28-30 (U1)
10.4 demonstrate the appropriate choices related to reducing unintentional injuries.		

## Standard

### 11.0 Injury Prevention and Safety

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

11.1 report when someone is injured or ill to a responsible caregiver;

11.2 demonstrate basic first aid techniques (“Check, Call, Care”; refer to American Red Cross first aid procedures).

### 12.0 Injury Prevention and Safety

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

**4-5 (L1), 22-23 (L1)**

**4-6 (U1), 31-33 (U1)**

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

**4-5 (L1), 22-23 (L1)**

**4-6 (U1), 31-33 (U1)**

### 13.0 Substance Use and Abuse

13.1 describe the role of drugs and medicines in keeping people healthy;

46-47 (L2)

12-14 (U3), **3-4 (U5)**

13.2 describe inappropriate use of drugs and medicines;

**1-2 (U5)**

13.3 identify the consequences of using tobacco products, alcohol, and drugs;

**5-7 (U5), 8-9 (U5)**

13.4 practice refusal skills to avoid harmful substances;

## Standard

13.5 recognize the proper use of common household products (e.g. over-the-counter medicines, cleaners, gasoline, markers)

### 14.0 Environmental and Community Health

14.1 describe different types of pollution and its environmental affects;

**78-79 (L1)**

**3-5 (U6)**

14.2 identify the importance of “reduce, reuse, recycle” practices;

14.3 identify ways the environment affects a person’s emotional, social and physical health;

14.4 identify community health workers and the activities and programs they provide;

**76-77 (L1)**

**1-2 (U6)**

14.5 describe the importance of community organizations to healthful living;

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