

**AIR QUALITY:  
WHAT'S UP, DOWN, AND ALL AROUND?  
For K-6<sup>th</sup> grade**

**2010 IDOE Content Standards**

**NOTE:** Literacy standards have not been included in this list because they are too numerous and vary in session versions. Please inquire if this is a standard you want to cover in the session.

**KINDERGARTEN Core Standards**

**Standard 2: Civics and Government**

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

- K.2.1 Give examples of people who are community helpers and leaders and describe how they help us (Individuals, Society and Culture)
  - K.2.3 Give examples of classroom and school rules and explain how each helps us.
  - K.2.4 Give examples of how to be a responsible family member and member of a group (Individuals, Society and Culture)
  - K.2.5 Identify the role of students in the classroom and the importance of following school rules to ensure order and safety.
- 

**Standard 3: Geography**

- K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.
  - K.3.3 Locate and describe places in the school and community.
  - K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society, and Culture).
  - K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.
- 

**Standard 4: Economics**

Students explain that people do different jobs and work to meet basic economic wants.

- K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.
  - K.4.3 Explain why people in a community choose different jobs.
  - K.4.4 Give examples of work activities that people do at home.
- 

**KINDERGARTEN Core Standards**

**Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- K.1.1 Name healthy behaviors.
- K.1.2 Identify that physical health is one dimension of health and wellness.

**Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- K.2.1 Identify how the family influences personal health practices.
- K.2.3 State how the media influences behaviors.

**Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

- K.3.1 Name a person who can help promote health and wellness.

**Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

K.5.1 Identify health-related situations.

**Standard 6**

Students will demonstrate the ability to use goal setting skills to enhance health.

K.6.1 Name personal health and wellness goals.

K.6.2 Name who can help to achieve a personal health goal.

**Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

K.7.1 Identify healthy behaviors to improve personal health and wellness.

K.7.2 Name behaviors that prevent injuries.

**Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

K.8.1 Repeat rules that promote personal health.

K.8.2 Tell how peers can make positive choices.

**GRADE 1 Core Standards****Standard 1: History**

Students will identify community and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

**Standard 2: Civics and Government**

Students will explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights. (Individuals, Society and Culture)

1.2.2 Define and give examples of rules and laws in the school and the community

1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture)

1.2.5 Describe what a citizen is and describe the characteristics of good citizenship. (Individuals, Society and Culture)

1.2.6 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

**Standard 3: Geography**

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

**Standard 4: Economics**

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

1.4.1 Identify goods that people use.

1.4.2 Identify services that people do for each other.

1.4.3 Describe how people in the school and community are both producers and

consumers.

1.4.5 Explain that people have to make choices about goods and services because of scarcity.

1.4.6 Explain that people exchange goods and services to get the things they want.

---

### **Standard 1: Physical Science**

Describe objects in terms of materials that compose them and in terms of their physical properties.

1.1.1 Use all senses as appropriate to identify the component parts of objects and the materials from which they are made.

1.1.2 Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e. physical properties).

1.1.3 Experiment with simple methods for separating solids and liquids based on their properties.

---

### **Standard 3: Life Science**

Observe, describe and ask questions about living things and their relationships to their environments.

1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

---

### **Standard 4: Science, Engineering and Technology**

Determine properties of natural and man-made materials and their most important uses.

1.4.1 Use all senses as appropriate to sort objects as being composed of materials that are naturally occurring, human made or a combination of the two.

---

## **GRADE 1 Core Standards**

### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Tell how healthy behaviors impact personal health and wellness.

### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

1.2.1 Describe how the family influences personal health behaviors.

1.2.2 Recognize what the school can do to support health behaviors.

1.2.1 Identify how television commercials and magazine advertisements entice someone to purchase food products.

### **Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

1.3.1 Choose a professional who can help promote health and wellness.

1.3.2 List ways to locate a community helper for a health-related situation.

### **Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

1.5.1 Describe a health-related decision.

1.5.2 Describe situations when assistance is needed for a health-related decision.

### **Standard 6**

Students will demonstrate the ability to use goal setting skills to enhance health.

1.6.1 Name actions to take toward achieving a short-term health goal.

1.6.2 Identify who can help to achieve a personal health goal.

### **Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

1.7.1 Describe healthy practices to maintain personal health and wellness

1.7.2 Describe behaviors that reduce health risks.

### **Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

1.8.1 Identify ways to promote health and wellness.

1.8.2 Assist peers to make positive choices.

## **GRADE 2 Core Standards**

### **Standard 2: Civics and Government**

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens. (Individuals, Society and Culture)

2.2.2 Understand and explain why it is important for a community to have responsible government.

2.2.3 Identify community leaders, such as the mayor and city council.

2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture.

2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.

2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.

2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

### **Standard 4: Economics**

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources) and identify productive resources used to produce goods and services in the community.

2.4.2 Identify community workers who provide goods and services for the rest of the community and explain how their job benefit people in the community.

2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.

2.4.5 Explain that because of scarcity, people must make choices and incur opportunity costs.

2.4.6 Define specialization and identify specialized jobs in the school and community.

2.4.8 Explain that income that people do not spend on goods and services is called savings.

### **Standard 1: Physical Science**

Observe and describe that the properties of materials can change, but not all materials respond in the same way to the same action

### **Standard 4: Science, Engineering and Technology**

Describe how technologies have been developed to meet human needs.

2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.

### **Standard 2: Earth Science**

Day to day and over the seasons, observe, measure, record and recognize patterns and ask questions about features of weather.

2.2.2 Experience and describe wind as the motion of the air.

## **GRADE 2 Core Standards**

### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 2.1.1 Identify that healthy behaviors affect personal health.
- 2.1.2 Recognize that there are multiple dimensions of health.

### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

### **Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 2.3.1 Identify trusted adults and professionals who can help promote health.
- 2.3.2 Identify ways to locate school and community health helpers.

### **Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

- 2.5.1 Identify situations when a health-related decision is needed.
- 2.5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

### **Standard 6**

Students will demonstrate the ability to use goal setting skills to enhance health.

- 2.6.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.

### **Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 2.7.2 Demonstrate behaviors that avoid or reduce health risks.

### **Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

- 2.8.1 Make requests to promote personal health.
- 2.8.2 Encourage peers to make positive health choices.

## **GRADE 3 Core Standards**

### **Standard 2: Civics and Government**

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.

- 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.
- 3.2.2 Identify fundamental democratic principles and ideals.
- 3.2.5 Explain the importance of being a good citizen of the state and the nation.  
Identify people in the state who exhibit the characteristics of good citizenship.
- 3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation.
- 3.2.7 Use a variety of information resources to gather information about local, state and regional leaders and civic issues.

### **Standard 3: Geography**

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural

features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

- 3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.
- 3.3.10 Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.
- 3.3.11 Identify and describe the relationship between human systems and physical systems and the impact they have on each other.

#### **Standard 4: Economics**

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

- 3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.
- 3.4.2 Give examples of goods and services provided by local business and industry.
- 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.
- 3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each.
- 3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets.
- 3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
- 3.4.9 Gather data from a variety of information about a change that will have an economic impact on the community.

#### **Standard 2: Earth Science**

Observe and describe how natural materials meet the needs of plants and animals (including humans).

- 3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.

#### **Standard 4: Science,**

#### **Engineering and Technology**

Define a real world problem and list criteria for a successful solution

- 3.4.2 Define the uses and types of simple machines and utilize simple machines in the solution to a “real world” problem.

#### **Standard 2: Earth Science**

Observe and describe how natural materials meet the needs of plants and animals (including humans).

- 3.2.5 Describe natural materials and give examples of how they sustain the lives of plants and animals.
- 3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.

### **GRADE 3 Core Standards**

#### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 3.1.1 Identify the link between healthy choices and being healthy.
- 3.1.2 Give examples of physical and emotional health.

3.1.3 Identify how a safe and healthy school environment promotes personal health.

**Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

3.2.1 Recall how the family influences personal health and wellness practices.

3.2.3 State how peers can influence healthy behaviors.

3.2.4 Discuss how the school can support personal health behaviors.

3.2.5 Identify how media and technology influence health behaviors.

**Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

3.3.1 State characteristics of valid health products and services.

3.3.2 Name resources from home and school that provide valid health information.

**Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

3.5.1 Indicate routine health-related situations.

3.5.2 Identify when support is needed when making a health-related decision.

3.5.3 Tell options to health-related issues or problems.

3.5.4 Indicate the possible consequences of each choice when making a health-related decision.

3.5.5 Identify a healthy choice when making a decision.

**Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

3.7.1 Name healthy behaviors.

3.7.2 Identify a healthy practice to maintain personal health and wellness.

3.7.3 Recognize actions to avoid health risks.

**Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

3.8.2 Share correct information about a health issue.

3.8.2 Tell how to help others to make positive choices.

**GRADE 4 Core Standards**

**Standard 2: Civics and Government**

Students will describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana’s Bill of Rights (Article I of the Constitution).

4.2.3 Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.

4.2.4 Give examples of how citizens can participate in their state government and

4.2.5 explain the right and responsibility of voting.

4.2.6 Define and provide examples of civic virtues in a democracy.

**Standard 3: Geography**

Students will explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; and identify regions of Indiana.

4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

- 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. (Individuals, Society and Culture).
- 

#### **Standard 4: Economics**

- 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.
- 4.4.3 Explain that prices change as a result of changes in supply and demand for specific products.
- 4.4.4 Describe Indiana's emerging global connections.
- 4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.
- 4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.10 Explain how people save, and develop a savings plan in order to make a future purchase.
- 

#### **Standard 2: Earth Science**

Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.

- 4.2.4 Investigate earth materials that serve as natural resources and gather data to determine which ones are limited by supply.
- 4.2.5 Describe methods that humans currently use to extend the use of natural resources.
- 4.2.6 Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.
- 

### **GRADE 4 Core Standards**

#### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.1.2 Recognize examples of intellectual and social health.
- 4.1.3 Summarize ways in which a safe and healthy community environment can promote health.
- 4.1.4 Explain ways to prevent common health problems.

#### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 4.2.1 Describe how the family influences personal health and behaviors.
- 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness.
- 4.2.4 Identify how the community can support personal health practices.
- 4.2.5 Describe how media and technology can influence health behaviors.

#### **Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 4.3.1 Recognize characteristics of valid health information and services.
- 4.3.2 Identify resources from the community that provide valid health and wellness information.

#### **Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

- 4.5.1 Explain situations that may require a thoughtful health-related decision.
- 4.5.2 Determine when help is needed to make a health-related decision.
- 4.5.3 Indicate healthy alternatives to health-related issues or problems.

#### **Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

4.7.3 Describe behaviors to reduce health risks.

### **Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

4.8.1 Give accurate information about a health issue.

4.8.2 Illustrate how to assist others to make positive health choices.

---

## **GRADE 5 Core Standards**

### **Standard 1: History**

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (Individuals, Society and Culture).

### **Standard 2: Civics and Government**

5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture).

5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

---

### **Standard 3: Geography**

Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features or the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

---

### **Standard 4: Economics**

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

5.4.7 Predict the effect of changes in supply and demand on price.

5.4.8 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

---

## **GRADE 5 Core Standards**

### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

5.1.1 Describe the relationship between healthy behaviors and personal health.

5.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.

**Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 5.2.1 Describe how the family influences personal health practices and behaviors.
- 5.2.3 Identify how peers can influence healthy and unhealthy behaviors.
- 5.2.4 Describe how the school and community can support personal health practices and behaviors.
- 5.2.5 Explain how the media influences thoughts, feelings and health behaviors.
- 5.2.6 Describe ways technology can influence personal health.

**Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 5.3.1 Identify characteristics of valid health information, products and services.
- 5.3.2 Locate resources from home, school and community that provide valid health information.

**Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

- 5.5.1 Identify health-related situations that may require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in making a health-related decision.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

**Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 5.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

**Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

- 5.8.1 Express opinions and give accurate information about health issues.
- 5.8.2 Encourage others to make positive health choices.

**GRADE 6 Core Standards****Standard 1: History**

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments

- 6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. (Individuals, Society and Culture).
- 6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.
- 6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas. (Individuals, Society and Culture).
- 6.1.21 Analyze cause and effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. (Individuals, Society and Culture).
- 6.1.24 Identify issues related to an historical event in Europe or the Americas and give

basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

---

### **Standard 2: Civics and Government**

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

- 6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.
  - 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.
- 

### **Standard 3: Geography**

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

- 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.
  - 6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate.
  - 6.3.10 Explain that cultures change in three ways: cultural diffusion, invention and innovation. (Individuals, Society and Culture).
  - 6.3.12 Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia.
  - 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.
  - 6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.
- 

### **Standard 4:**

#### **Economics**

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.
  - 6.4.6 Compare the standard of living of various countries in Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.
  - 6.4.7 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.
  - 6.4.8 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.
  - 6.4.9 Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers or harmful spillovers to people inside a country who are not directly involved in the consumption or production of a product.
  - 6.4.10 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.
- 

### **GRADE 6 Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.3 Examine how one's surroundings impact health and wellness.
- 6.1.4 Identify how family culture or beliefs can impact personal health.

6.1.5 List ways to reduce or prevent injuries.

6.1.7 Identify the benefits of practicing healthy behaviors.

6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.

#### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

6.2.1 Identify how family practices influence the health of adolescents.

6.2.3 Explain how peers influence healthy behaviors.

6.2.4 Identify how the community can affect personal health practices and behaviors.

6.2.5 Illustrate how media messages influence health behaviors.

6.2.6 Explain the influence of technology on family health.

6.2.7 Identify norms that influence health behaviors.

6.2.8 List the influence of personal values on health practices.

6.2.9 Identify how some health choices influence unhealthy behaviors.

6.2.10 Describe how school policies can influence health promotion.

#### **Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

6.4.3 Choose effective conflict management strategies.

6.4.4 Choose how to ask for assistance to enhance the health of self.

#### **Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

6.5.2 Explain when health-related situations require a thoughtful decision-making process.

6.5.4 Identify healthy and unhealthy options to health-related issues or problems.

6.5.5 Describe the potential short-term impact of each choice on self and others.

6.5.6 Distinguish healthy options over unhealthy options when making a decision.

6.5.7 Predict the results of a health-related decision.

#### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

6.6.1 Examine personal health behaviors.

6.6.2 Identify a goal to adopt a personal health practice.

6.6.3 Develop strategies to achieve a personal health goal.

#### **Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

6.7.1 Identify the importance of being responsible for health behaviors.

6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.

6.7.3 Identify practices to avoid or reduce health risks to self and others.

#### **Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

6.8.1 State a health position and support it with accurate information.

6.8.2 Show how to support others to make positive health choices.

6.8.3 Plan with others to advocate for healthy individuals.

State ways that health messages can be altered for different age groups

---

