

**HISTORY OF TRASH,
THE LANDFILL AND THE ARCHAEOLOGICAL DIG
For 4th on up**

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.

GRADE 4 Core Standards

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: History

- 4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation. (Individuals, Society and Culture)
- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.

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

Standard 4: Economics

- 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.
- 4.4.5 Describe Indiana's emerging global connections.
- 4.4.8 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.9 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 2: Life Science

Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

- 5.3.1 Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers.

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

- 5.2.4 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).
- 5.2.10 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 of 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.
- 5.4.4 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- 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.
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GRADE 6 Core Standards

Standard 3: Life Science

Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e., freshwater, marine, forest, desert, grassland and tundra).

- 6.3.5 Describe how all animals, including humans, meet their energy needs by consuming other organisms, breaking down their structures, and using the materials to grow and function.
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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).
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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).
- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.12 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.
- 6.4.8 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.
- 6.4.6 Compare the standard of living of various countries in Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.
- 6.4.9 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 Core Standards

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

GRADE 7 Core Standards

Standard 1: History

Students will examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

- 7.1.17 Describe the impact of industrialization, urbanization and globalization in post-colonial South Africa, India, China and Kenya. (Individuals, Society and Culture).
- 7.1.19 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.
- 7.1.22 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Standard 2: Civics and Government

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

Standard 3: Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

- 7.3.8 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia.
- 7.3.10 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.
- 7.3.14 Use a variety of information resources to identify current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Standard 4:

Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

- 7.4.2 Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.
- 7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.
- 7.4.7 Describe ways that people can increase individual human capital.
- 7.4.8 Identify ways that societies deal with helpful spillovers (e.g. education) or harmful spillovers (e.g. pollution).
- 7.4.9 Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

GRADE 7 Standard

1: Health & Wellness

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

- 7.1.1 Examine how healthy behaviors influence personal health.
- 7.1.3 Discover how the environment can impact personal health.
- 7.1.7 Determine the barriers to practicing healthy behaviors.
- 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 7.2.1 Describe how family values and behaviors influence the health of adolescents.
- 7.2.2 Discuss the influence of culture on health behaviors.
- 7.2.3 Describe how peers influence unhealthy behaviors.
- 7.2.4 Identify how the school can affect personal health practices and behaviors.
- 7.2.5 Examine how information from the media influences health behaviors.
- 7.2.6 Interpret the influence of technology on personal health.
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
- 7.2.8 Describe the influence of personal beliefs on health practices and behaviors.
- 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors.
- 7.2.10 Identify how public health policies can influence disease prevention.

Standard 3

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

- 7.3.1 Explain the validity of health information.
- 7.3.2 Locate valid health information from school and community.
- 7.3.3 Identify how to access products that enhance health.
- 7.3.4 Determine situations that require health services.
- 7.3.5 Select valid and reliable health products.

Standard 4

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

- 7.4.1 Demonstrate effective communication skills to enhance health.
- 7.4.4 Model how to ask for assistance to enhance the health of others.

Standard 5

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

- 7.5.1 Describe situations that can help or hinder healthy decision-making.
- 7.5.2 Recognize when health-related situations require a thoughtful decision-making process.
- 7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.
- 7.5.5 Examine the potential short-term impact of each option on self and others.
- 7.5.6 Choose healthy choices over unhealthy choices when making a decision.
- 7.5.7 Examine the consequences of a health-related decision.

Standard 6

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

- 7.6.1 Analyze the effectiveness of personal health practices.
- 7.6.2 Select a goal to improve a personal health practice.

Standard 7

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

- 7.7.1 Show the importance of being accountable for personal health behaviors.
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Describe behaviors 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.

- 7.8.1 Select a health enhancing position and support it with accurate information.
- 7.8.2 Demonstrate how to influence and support others to make positive health choices.
- 7.8.4 Explain ways that health messages can be altered for different audiences.

GRADE 8 Core Standards

Standard 2: Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

- 8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States...
- 8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.
- 8.2.5 Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.
- 8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.

- 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

Standard 3: Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

- 8.3.11 Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

Standard 4: Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- 8.4.4 Explain the basic economic functions of the government in the economy of the United States.
- 8.4.5 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

GRADE 8 Standard

1: Health & Wellness

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

- 8.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.1.3 Analyze how the environment impacts personal health.
- 8.1.4 Describe how family history can impact personal health.
- 8.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 8.2.1 Examine how the family influences the health of adolescents.
- 8.2.3 Describe how peers influence healthy and unhealthy behaviors.
- 8.2.4 Analyze how the school and community can affect personal health practices and behaviors.
- 8.2.5 Analyze how messages from the media influence health behaviors.
- 8.2.6 Analyze the influence of technology on personal and family health.
- 8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors.
- 8.2.10 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3

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

- 8.3.1 Analyze the validity of health information, products and services.
- 8.3.2 Access valid health information from home, school and community.
- 8.3.3 Determine the accessibility of products that enhance health.
- 8.3.5 Locate valid and reliable health products and services.

Standard 4

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

- 8.4.1 Apply effective verbal and non-verbal communication skills to enhance health.
- 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 8.4.3 Demonstrate effective conflict management or resolution strategies.
- 8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5

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

- 8.5.1 Identify circumstances that can help or hinder healthy decision making.
- 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 8.5.3 Distinguish when individual or collaborative decision making is appropriate.
- 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 8.5.5 Predict the potential short-term impact of each alternative on self and others.
- 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 8.5.7 Analyze the outcomes of a health-related decision.

Standard 6

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

- 8.6.1 Assess personal health practices
- 8.6.2 Develop a goal to adopt, maintain or improve a personal health practice.
- 8.6.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7

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

- 8.7.1 Explain the importance of assuming responsibility for personal health behaviors.
- 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.7.3 Demonstrate behaviors 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.

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for health individuals, families and schools.
- 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

GRADES 9-12 Core Standards

Standard 1: Health and Wellness

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

- HW.1.1 Document how personal behaviors can impact health.
- HW.1.2 Explain the interrelationships of emotional, social and physical health.
- HW.1.3 Examine how the environment and health are connected
- HW.1.5 Formulate ways to prevent or reduce the risk of health problems.
- HW.1.6 Investigate the connection between access to health care and health status.
- HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors.
- HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors.
- HW.1.9 Discover the severity of illness if engaging in unhealthy behaviors.

Standard 2

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

- HW.2.1 Examine how the family impacts the health of individuals.
- HW.2.2 Examine how society supports and challenges health beliefs, practices and

behaviors.

HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors.

HW.2.3 Assess how the school and community can influence health practices and behaviors.

HW.2.5 Analyze the effect of media on personal health.

HW.2.6 Analyze the impact of technology on personal and family health.

HW.2.7 Examine how norms influence health-related behaviors.

HW.2.8 Determine the influence of personal values on health practices and behaviors.

HW.2.10 Examine how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3

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

HW.3.1 Assess how to determine the validity of health information, products and services.

HW.3.2 Utilize resources from school and community that provide valid health information.

HW.3.3 Investigate the accessibility of products and services that enhance health.

HW.3.4 Examine when professional health services may be required.

HW.3.5 Select valid and reliable health products and services.

Standard 4

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

HW.4.1 Model skills for communicating effectively with others to enhance health.

HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.

HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others.

HW.4.4 Illustrate how to offer assistance to enhance the health of self and others.

Standard 5

HW.5.1 Determine barriers to healthy decision making.

HW.5.2 Outline the value of applying a thoughtful decision-making process to a health-related situation.

HW.5.3 Assess when independent or collaborative decision making is appropriate.

HW.5.4 Propose alternative choices to health-related issues or problems.

HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others.

HW.5.6 Determine the health-enhancing choice when making decisions.

HW.5.7 Assess the potential success or consequence of health-related decisions.

Standard 6

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

HW.6.1 Evaluate personal health practices and overall health.

HW.6.2 Formulate a plan to achieve a health goal that addresses strengths, needs and risks.

HW.6.3 Determine an effective long-term personal health plan.

Standard 7

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

HW.7.1 Examine individual responsibility for improving health.

HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health.

HW.7.3 Model behaviors to reduce health risks.

Standard 8

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

- HW.8.1 Apply accurate peer and societal norms to formulate a health-enhancing message
- HW.8.2 Model how to influence and support others to make positive health choices.
- HW.8.3 Work with others to advocate for improving personal, family and community health.
- HW.8.4 Modify health messages and communication techniques to a specific target audience.

ALSO APPLIES TO ADVANCED HEALTH AND WELLNESS (AH) STANDARDS

FAMILY & CONSUMER SCIENCE (FACS)

Adult Roles And Responsibilities (2008)

Standard 1

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

- ARR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.
- ARR-1.2 Evaluate effective communication processes in school, family, career, and community settings.
- ARR-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
- ARR-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
- ARR-1.1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

Standard 2

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

- ARR-2.2 Determine personal standards and their effects on life choices.
- ARR-2.3 Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

Standard 3

Students will integrate multiple life roles and responsibilities in family, career, and community settings.

- ARR-3.2 Analyze impacts of multiple life roles and responsibilities on various types of relationships.
- ARR-3.3 Evaluate responsible ways of behaving and relating to others in family, career, and community settings.
- ARR-3.4 Analyze interrelationships among family, career, and community roles and responsibilities.

Standard 4

Students will demonstrate management of individual and family resources, including food, clothing, shelter, and transportation.

- ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants for nutrition and wellness, clothing, housing, and transportation.
- ARR-4.2 Apply management and planning skills and processes to organize tasks and fulfill responsibilities.
- ARR-4.3 Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights.
- ARR-4.4 Evaluate features, prices, and performance of consumer goods in light of personal standards, goals, and resources.
- ARR-4.5 Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment.

ARR-4.6 Assess the use of technology and its impact on quality of life and family resources.

Standard 5

Students will demonstrate management of financial resources to meet goals of individuals and families across the life span. (See also: Financial Literacy Education high school standards)

ARR-5.1 Financial Responsibility & Decision Making

5.1.1 Demonstrate financial planning strategies that reflect needs, wants, standards, goals, and economic resources.

5.1.2 Determine financial practices that foster economic self-sufficiency for individuals and families.

MIDDLE SCHOOL FACS

Standard 1 Life & Careers

Integrate multiple life roles and responsibilities in school, family, career, and community settings.

Standard 4: Interdependence

Describe the relationship between living and nonliving components of ecosystems and describe how that relationship is in flux due to natural changes and human actions.

B.4.1 Explain that the amount of life environments can support is limited by the available energy, water, oxygen and minerals and by the ability of ecosystems to recycle the remains of dead organisms.

B.4.2 Describe how human activities and natural phenomena can change the flow and of matter and energy in an ecosystem and how those changes impact other species.

B.4.4 Describe how climate, the pattern of matter and energy flow, the birth and death of new organisms, and the interaction between those organisms contribute to the long-term stability of an ecosystem.

Standard 8: Evolution

Describe how modern evolutionary theory provides an explanation of the history of life on earth and the similarities among organism that exist today.

B.8.5 Describe how organisms with beneficial traits are more likely to survive, reproduce, and pass on their genetic information due to genetic variations, environmental forces and reproductive pressures.