

**THE POWER OF ONE:
USE IT LESS, AGAIN, AND FOREVER for 2nd on up
(See Kg/1st Show and Tell: Power of One)**

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 2 Core Standards

Standard 1: History

Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives. Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)

- 2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture)
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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.
- 2.2.4 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.
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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 benefits 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.
- 2.4.7 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.

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 1: History

Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

3.1.3 Describe the role of the local community and other communities in the development of the state's regions.

3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana. (Individuals, Society and Culture)

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 d 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 won 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.

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 6

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

3.6.2 Recognize resources to achieve a personal health goal.

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

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 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).

4.2.3 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 explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues in a democracy.
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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).
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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.
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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.
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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.
- 4.5.4 Describe the possible consequences of each option when making a health related decision.

Standard 6

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

- 4.6.1 Plan a personal health goal and how to monitor its progress.
- 4.6.2 Discuss resources to help achieve a personal health goal.

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 risk.

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: 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.
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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.
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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.
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GRADE 5 Core Standards

Standard 1: Health & Wellness

Describe the relationship between healthy behaviors and personal health.

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 5.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 5.1.4 Describe ways to prevent common childhood injuries and health problems.

Standard 2: Health & Wellness

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

- 5.2.1 Describe how the family influences personal health practices and behaviors.
- 5.2.2 Identify the influence of culture on 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: Health & Wellness

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: Health & Wellness

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 6: Health & Wellness

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

- 5.6.1 Set a personal health goal and track progress toward its achievement.
- 5.6.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Health & Wellness

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: Health & Wellness

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.
 - 6.8.4 State ways that health messages can be altered for different age groups.
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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).
 - 7.1.18 Identify and describe recent conflicts and political issues between nations or cultural groups. (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.
 - 7.1.21 Analyze and effect relationship, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.
 - 7.1.22 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
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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.
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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.

- 7.3.4 Identify and describe major physical characteristics of regions in Africa, Asia and the Southwest Pacific.
- 7.3.8 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia.
- 7.3.9 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific.
- 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.
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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.
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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.
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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.
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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.
- 8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.11 Use a variety of information resources to compare and contrast job skills needed in different time periods in United States history.
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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**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

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

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.

GRADE 9-12 Core Standards

Standard 1: Economics

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)
- E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.
- E.1.3 Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.
- E. 1.4 Describe how people respond predictably to positive and negative incentives.
- E. 1.5 Explain that voluntary exchange occurs when all participating parties expect to gain.
- E.1.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?
- E.1.9 Diagram and explain a Circular Flow Model of a market economy, showing households and businesses as decision makers, resource and money flows, and the three basic markets—product, productive resources and financial markets.

Standard 2: Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1 Define supply and demand.
- E.2.2 Identify factors that cause changes in market supply and demand.
- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers.
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
- E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
- E.2.11 Illustrate how investment in factories; machinery; new technology; and the

health, education and training of people increases productivity and raises future standards of living. (Individuals, Society and Culture).

Standard 3: Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government; Individuals, Society and Culture).

E.3.5 Explain how competition among many sellers lowers costs and prices.

Standard 4: Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

E.4.1 Explain the basic functions of government in a market economy. (Government).

E.4.3 Describe how the government taxing harmful spillovers and subsidizing helpful spillovers helps to resolve the inefficiency they cause.

E.4.5 Explain the way that tax revenue is used in the community. (Government).

E.4.10 Use an economic decision making model to analyze a public policy issue. (Government).

Standard 5: National Economic Performance

Students will understand the means by which economic performance is measured.

E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.

E. 5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (History).

E.5.9 Recognize that a country's overall level of income, employment and prices are determined by the individual spending and production decisions of households, firms and government. (Government; Individuals, Society and Culture).

E.5.11 Compare and contrast solutions for reducing unemployment. (Government).

Standard 8: Trade

Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.

E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

E.8.10 Identify skills that individuals need to be successful in the global economy.
