

Name _____

Date _____

Grade _____

Health

Physical Health		K	1	2	3	4	5	6	7	8
Growth and Development	<i>Body Systems</i> (1.1 – 1.9)	-Distinguish the characteristics of living and non-living organisms. -Identify appropriate accommodations and aids for people with physical disabilities. -Name the external parts of the body.	-Distinguish the characteristics of living and non-living organisms. -Identify appropriate accommodations and aids for people with physical disabilities. -Name the external and internal parts of the body.	-List the stages in the basic growth process of living organisms. -Identify appropriate accommodations and aids for people with physical disabilities. -Name the external and internal parts of the body.	-List the stages in the basic growth process of living organisms. -Name the body systems. -Identify appropriate behaviors and environmental factors that influence functioning of body systems.	-Name the body systems. -Identify behaviors and environmental factors that influence functioning of body systems.	-Name the body systems. -Identify behaviors and environmental factors that influence functioning of body systems.	-Identify the stages of the human life cycle. -Explain the function of human body systems and how body systems work together. -Describe the influence of health habits on development.	-Identify the stages of the human life cycle. -Explain the function of human body systems and how body systems work together. -Apply skills that increase immediate peak functioning of body systems.	-Identify the stages of the human life cycle. -Explain the function of human body systems and how body systems work together. -Apply skills that increase immediate peak functioning of body systems.
Physical Activity and Fitness	<i>Motor Skill Development</i> (2.1, 2.2, 2.3, 2.8, 2.9, 2.10)	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. -Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. -Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.	-Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others. -Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills. -Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.	-Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others. -Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills. -Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.	-Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others. -Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills. -Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.

Physical Health		K	1	2	3	4	5	6	7	8
	Fitness (2.4, 2.5, 2.6, 2.11, 2.12, 2.13)	-Identify physical and psychological changes that result from participation in a variety of physical activities.	-Identify physical and psychological changes that result from participation in a variety of physical activities.	-Identify physical and psychological changes that result from participation in a variety of physical activities. -Explain the benefits of physical fitness to good health and increased active lifestyle.	-Identify the major behaviors that contribute to wellness. -Explain the benefits of physical fitness to good health and increased active lifestyle.	-Identify the major behaviors that contribute to wellness. -Explain the benefits of physical fitness to good health and increased active lifestyle.	-Identify the major behaviors that contribute to wellness. -Explain the benefits of physical fitness to good health and increased active lifestyle.	-Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness. -Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. -Apply basic principles of training and appropriate guidelines of exercise	-Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness. -Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. -Apply basic principles of training and appropriate guidelines of exercise	-Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness. -Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. -Apply basic principles of training and appropriate guidelines of exercise
Physical Health	K	1	2	3	4	5	6	7	8	
	Improving Nutrition	-Identify, use, and name foods in each category	-Identify, use, and name foods in each category	-Use the USDA Food Guide Pyramid and its three major	-Use the USDA Food Guide Pyramid and its three major	-Use the USDA Food Guide Pyramid and its three major	-Use the USDA Food Guide Pyramid and its three major	-List the functions of key nutrients.	improve the immediate and long-term physical fitness.	improve the immediate and long-term physical fitness.
	Personal and Social Competency (2.11, 2.14, 2.15, 2.16)	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize hunger and satiety cues and how to make food decisions based upon these cues.	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize that the amount of food needed changes as the body grows. -Recognize hunger and satiety cues and how to make food decisions based upon these cues.	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize that the amount of food needed changes as the body grows. -Identify heredity, diet, and physical activity as key factors in body shape and size.	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize that the amount of food needed changes as the body grows. -Identify heredity, diet, and physical activity as key factors in body shape and size.	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize that the amount of food needed changes as the body grows. -Identify heredity, diet, and physical activity as key factors in body shape and size.	of the USDA Food Guide Pyramid and its three major concepts of balance, variety, and responsibility to plan personal and social conduct used in physical activity that support a healthy body. -Recognize that the amount of food needed changes as the body grows. -Identify heredity, diet, and physical activity as key factors in body shape and size.	-Describe advanced concepts of becoming an athlete and the strategies to guide individual and team performance. -Describe the components of a nutrition label and how to use the information to analyze dietary intake and compare the purpose and benefits of sports, games, and dance in modern society.	Apply Advanced Dietary Guidelines to health and the prevention of chronic disease. -Describe the life guide and describe a healthy physical activity routine. -Demonstrate strategies for the inclusion of all components of a student nutrition label and physical activity settings related to strength and speed. -Describe the purpose and benefits of sports	Apply Advanced Dietary Guidelines to health and the prevention of chronic disease. -Describe the life guide and describe a healthy physical activity routine. -Demonstrate strategies for the inclusion of all components of a student nutrition label and physical activity settings related to strength and speed. -Describe the purpose and benefits of sports
Nutrition	Safe and Adequate	-Describe personal hygiene and safety measures used in preparing foods.	-Describe personal hygiene and safety measures used in preparing foods.	-Describe personal hygiene and safety measures used in preparing foods.	-Identify the connection between food served in the home with regional food production.	-Identify the connection between food served in the home with regional food production.	-Identify the connection between food served in the home with regional food production.	-Explain factors associated with a safe food supply.	supply.	supply.
	Food Supply (3.5, 3.6, 3.12)									
	Social Influences (3.7, 3.13)	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	-Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.	-Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.	-Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.

Physical Health		K	1	2	3	4	5	6	7	8	
Reproduction & Sexuality	Development (4.1, 4.2, 4.3, 4.5)					-Identify the components, functions, and processes of the reproductive system.	-Identify the physical changes as related to the reproductive system during puberty. -Identify the components, functions, and processes of the reproductive system.	-Identify the physical changes as related to the reproductive system during puberty. -Define sexual orientation using the correct terminology. -Identify the components, functions, and processes of the reproductive system.	-Recognize the emotional and physical changes as related to the reproductive system during puberty. -Identify the components, functions, and processes of the reproductive system.	-Recognize the emotional and physical changes as related to the reproductive system during puberty.	-Recognize the emotional and physical changes as related to the reproductive system during puberty.
	Wellness (4.4, 4.6, 4.7, 4.8, 4.9, 4.10)	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of people.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of people.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of people.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.	-Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.	-Identify sexual discrimination and harassment. -Describe behaviors and methods for pregnancy prevention, including abstinence. -Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.	-Identify sexual discrimination and harassment. -Describe behaviors and methods for pregnancy prevention, including abstinence. -Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. -Describe short- and long-term consequences of sexuality-related risk behaviors -Identify barriers and supports for making health-enhancing decisions. -Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented.	-Identify sexual discrimination and harassment. -Describe behaviors and methods for pregnancy prevention, including abstinence. -Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. -Describe short- and long-term consequences of sexuality-related risk behaviors -Identify barriers and supports for making health-enhancing decisions. -Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented.

Safety & Prevention		K	1	2	3	4	5	6	7	8
Disease Prevention and Control	Prevention (8.1, 8.5, 8.6)			-Describe how the body fights germs and disease naturally, with medicines, and immunization.	-Describe how the body fights germs and disease naturally, with medicines, and immunization.	-Describe how the body fights germs and disease naturally, with medicines, and immunization.	-Describe how the body fights germs and disease naturally, with medicines, and immunization.	-Describe the importance of early detection of disease. -Identify ways to reduce risk factors related to communicable and chronic diseases.	-Describe the importance of early detection of disease. -Identify ways to reduce risk factors related to communicable and chronic diseases.	-Describe the importance of early detection of disease. -Identify ways to reduce risk factors related to communicable and chronic diseases.
	Signs, Causes, & Treatment (8.2, 8.7, 8.8)	-Identify common symptoms of illness. -Recognize ways to be responsible for individual health.	-Identify common symptoms of illness. -Recognize ways to be responsible for individual health.	-Identify common symptoms of illness. -Recognize ways to be responsible for individual health.	-Identify common symptoms of illness. -Recognize ways to be responsible for individual health.			-Explain the need to follow prescribed health care procedures. - Describe how to demonstrate safe care and concern toward ill and disabled persons.	-Explain the need to follow prescribed health care procedures. - Describe how to demonstrate safe care and concern toward ill and disabled persons.	-Explain the need to follow prescribed health care procedures. - Describe how to demonstrate safe care and concern toward ill and disabled persons.
	Health Maintenance (8.3, 8.4, 8.9, 8.10, 8.11, 8.12)	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Apply skills to prevent and control the spread of disease, to promote cleanliness. -Identify tooth functions and causes of tooth health and decay.	-Discuss how cleanliness and good grooming promote cleanliness. -Describe the relationship between overexposure to the sun and skin cancer.	-Discuss how cleanliness and good grooming promote cleanliness. -Describe the relationship between overexposure to the sun and skin cancer.

Safety & Prevention		K	1	2	3	4	5	6	7	8	
Safety and Injury Prevention	Hazard Prevention (9.1, 9.2, 9.3)	-Explain rules for fire safety, bus safety, and seatbelt use where applicable. -Identify people who can be contacted to help with health, safety, and injury prevention. -Describe the appropriate procedures for contacting healthcare personnel in an emergency.	-Explain rules for fire safety, bus safety, and seatbelt use where applicable. -Identify people who can be contacted to help with health, safety, and injury prevention. -Describe the appropriate procedures for contacting healthcare personnel in an emergency.	-List and explain rules for fire safety, weapons safety, and bus safety. -Identify people who can be contacted to help with health, safety, and injury prevention. -Describe the appropriate procedures for contacting healthcare personnel in an emergency.	-List rules for fire safety, weapons safety, and bus safety. -Identify people who can be contacted to help with health, safety, and injury prevention. -Describe the appropriate procedures for contacting healthcare personnel in an emergency. -Describe responsibility for reducing hazards and avoiding accidents.	-List and explain rules for weapons safety. -Describe responsibility for reducing hazards and avoiding accidents.	-List and explain rules for weapons safety. -Describe responsibility for reducing hazards and avoiding accidents.				
	Self Protection (9.4, 9.5, 9.8, 9.9, 9.10)	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Distinguish among safe, unsafe, and inappropriate touch. -Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-Describe actions and behaviors to protect oneself when alone at home, with others, or in the community. -List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment. -Recognize sexual abuse and child abuse and how to get help.	-Describe actions and behaviors to protect oneself when alone at home, with others, or in the community. -List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment. -Recognize sexual abuse and child abuse and how to get help.	-Describe actions and behaviors to protect oneself when alone at home, with others, or in the community. -List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment. -Recognize sexual abuse and child abuse and how to get help.
	Emergency Intervention (9.6, 9.7, 9.11, 9.12)					-Follow universal precautions for all first aid involving any blood and other body fluids. -Apply appropriate first aid for cuts and bruises.	-Follow universal precautions for all first aid involving any blood and other body fluids. -Apply appropriate first aid for cuts and bruises.	-Follow universal precautions for all first aid involving any blood and other body fluids. -Apply appropriate first aid for cuts and bruises.	-Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.	-Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.	-Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.

Safety & Prevention		K	1	2	3	4	5	6	7	8
Tobacco, Alcohol and Other Substance Use/Abuse Prevention	<i>Effects on Body</i> (10.1, 10.2, 10.3, 10.5, 10.6)	-Identify and distinguish between substances that are safe and unsafe to be taken by mouth. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Identify and distinguish between substances that are safe and unsafe to be taken by mouth. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Identify and distinguish between substances that are safe and unsafe to be taken by mouth. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Describe the purpose of medicines and how they can be used or misused. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Describe the purpose of medicines and how they can be used or misused. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Describe the purpose of medicines and how they can be used or misused. -Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation. -List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs.	-Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation. -List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs.	-Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation. -List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs.
	<i>Healthy Decisions</i> (10.4, 10.7, 10.8)	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify whom to seek help from for a possible poisoning or overdose.	-Identify internal and external factors that influence the decision to (not) use drugs. -Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs.	-Identify internal and external factors that influence the decision to (not) use drugs. -Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs.	-Identify internal and external factors that influence the decision to (not) use drugs. -Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs.
Violence Prevention	<i>Awareness</i> (11.1, 11.5, 11.6)	-Describe some of the ways that children can be helpful and hurtful to one another.	-Describe some of the ways that children can be helpful and hurtful to one another.	-Describe some of the ways that children can be helpful and hurtful to one another.	-Describe some of the ways that children can be helpful and hurtful to one another.					
	<i>Contributing Factors</i> (11.2, 11.7)				-Identify factors related to both violent and nonviolent attitudes.	-Identify factors related to both violent and nonviolent attitudes.	-Identify factors related to both violent and nonviolent attitudes.	-Define intolerance and explain how it can contribute to violence.	-Define intolerance and explain how it can contribute to violence.	-Define intolerance and explain how it can contribute to violence.
	<i>Alternatives</i> (11.3, 11.4, 11.8, 11.9, 11.10)	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. -Identify helping resources regarding violence in the school and community.	-Describe how individuals reduce violence and identify situations where people can be active about violence prevention. -Demonstrate communication, negotiation, and conflict resolution for resolving conflicts. -Explain the signs of abuse in relationships and identify resources.	-Describe how individuals reduce violence and identify situations where people can be active about violence prevention. -Demonstrate communication, negotiation, and conflict resolution for resolving conflicts. -Explain the signs of abuse in relationships and identify resources.

Personal and Community Health		K	1	2	3	4	5	6	7	8
Consumer Health and Resource Management	Health Care (12.1, 12.2, 12.6, 12.7, 12.8)	-Identify and describe health careers.	-Identify and describe health careers.	-Identify and describe health careers.	-Interpret the symbols and information provided on labels for health care products and food products.	-Interpret the symbols and information provided on labels for health care products and food products.	-Interpret the symbols and information provided on labels for health care products and food products.	-Describe how allowing time for healthy activities can improve health. -Evaluate effectiveness of health care products. -Identify ways consumer decisions and actions can influence physical and mental health.	-Describe how allowing time for healthy activities can improve health. -Evaluate effectiveness of health care products. -Identify ways consumer decisions and actions can influence physical and mental health.	-Describe how allowing time for healthy activities can improve health. -Evaluate effectiveness of health care products. -Identify ways consumer decisions and actions can influence physical and mental health.
	Resource Management Practices (12.3, 12.4, 12.5, 12.9, 12.10)	-Identify resources used by individuals to manage their daily lives.	-Identify resources used by individuals to manage their daily lives.	-Identify resources used by individuals to manage their daily lives. -Identify advertising techniques.	-Identify resources used by individuals to manage their daily lives. -Identify advertising techniques.	-Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects. -Identify advertising techniques.	-Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects. -Identify advertising techniques.	-Describe the decision-making process when planning a budget to save money. -Identify ways that family and friends can influence consumer choices.	-Describe the decision-making process when planning a budget to save money. -Identify ways that family and friends can influence consumer choices.	-Describe the decision-making process when planning a budget to save money. -Identify ways that family and friends can influence consumer choices.
	Consumer Health and Resource Management (12.a)							-Identify the contribution of state and federal laws and of government agencies for the protection of the consumer.	-Identify the contribution of state and federal laws and of government agencies for the protection of the consumer.	-Identify the contribution of state and federal laws and of government agencies for the protection of the consumer.

Personal and Community Health		K	1	2	3	4	5	6	7	8
Ecological Health	Interdependence (13.1, 13.2)	-Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.	-Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.	-Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.	-Describe types of natural resources and their connection with health. -Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.	-Describe types of natural resources and their connection with health. -Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.	-Describe types of natural resources and their connection with health. -Describe how business, industry, and individuals can work cooperatively to solve ecological health problems.			
	Improvement (13.3, 13.4, 13.5)							-Describe methods and benchmarks for evaluating the state of the environment. -Identify individual and community responsibility in ecological health. -Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems.	-Describe methods and benchmarks for evaluating the state of the environment. -Identify individual and community responsibility in ecological health. -Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems.	-Describe methods and benchmarks for evaluating the state of the environment. -Identify individual and community responsibility in ecological health. -Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems.

Personal and Community Health		K	1	2	3	4	5	6	7	8	
Community and Public Health	<i>School and Community Efforts</i> (14.1, 14.4)	-List the jobs carried out by people at school and in the community that support health and success in school.	-List the jobs carried out by people at school and in the community that support health and success in school.	-List the jobs carried out by people at school and in the community that support health and success in school.	-List the jobs carried out by people at school and in the community that support health and success in school.			-Identify how individuals can be knowledgeable and active in the school and community to promote health.	-Identify how individuals can be knowledgeable and active in the school and community to promote health.	-Identify how individuals can be knowledgeable and active in the school and community to promote health.	
	<i>Social Factors</i> (14.2, 14.5)	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify ways the physical environment is related to individual and community health.	-Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	-Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	-Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.
	<i>Public Health</i> (14.3, q4.6)	-List practices and products that make living safer.	-List practices and products that make living safer.	-List practices and products that make living safer.	-List practices and products that make living safer.	-List practices and products that make living safer.	-List practices and products that make living safer.	-List practices and products that make living safer.	-Describe how local public health departments have developed and implemented policies to keep communities safe.	-Describe how local public health departments have developed and implemented policies to keep communities safe.	-Describe how local public health departments have developed and implemented policies to keep communities safe.