

Target America Content Standards
Louisiana Department of Education Health Education Benchmarks
Grades 5-8

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS

At a coordinated school health stakeholders meeting held in September of 2007, it was recommended that the Department of Education develop grade-level expectations (GLEs) for health education. While Louisiana State Health Education Standards and Benchmarks are already in place, GLEs further define what students should know and be able to do by the end of a given grade level from kindergarten to grade 12.

The Division of Student Learning and Support subsequently organized a committee of sixteen health education professionals from around the state to begin this process. Although the committee was organized into grade cluster levels of K-2, 3-5, 6-8, and 9-12, the GLEs are written specifically for each grade level. Throughout 2009, the committee met face-to-face on three occasions and spent numerous hours reviewing and modifying the GLEs. The initial draft of the health education GLEs are now available for online/public review and feedback on the Louisiana Department of Education website.

Source: (Louisiana Department of Education: <http://www.doe.state.la.us/lde/saa/1915.html>)

**Louisiana Department of Education Health Education Benchmarks
Grades 5-8**

	Benchmark	Grade 5	Grade 6	Grade 7	Grade 8
Standard 1	1-M-1	●	●	●	●
	1-M-2	●	●	●	●
	1-M-3	●	●	●	●
	1-M-4	●	●	●	●
Standard 2	2-M-1	●	●	●	●
	2-M-2	●	●	●	●
	2-M-3	●	●	●	●
Standard 3	3-M-1	●	●	●	●
	3-M-2	●	●	●	●
	3-M-3	●	●	●	●
Standard 4	4-M-1	●	●	●	●
	4-M-2	●	●	●	●
	4-M-3	●	●	●	●
	4-M-4	●	●	●	●
	4-M-5	●	●	●	●
Standard 5	5-M-1	●	●	●	●
	5-M-2	●	●	●	●
	5-M-3	●	●	●	●
	5-M-4	●	●	●	●
	5-M-5	●	●	●	●
	5-M-6	●	●	●	●
Standard 6	6-M-1	●	●	●	●
	6-M-2	●	●	●	●
	6-M-4	●	●	●	●

**Louisiana Department of Education Science Standards
Grades 5-8**

Science as Inquiry:

1. The Abilities to Do Scientific Inquiry

1. Generate testable questions about objects, organisms, and events that can be answered through scientific investigation **(SI-M-A1)**
2. Use a variety of sources to answer questions **(SI-M-A1)**
4. Design, predict outcomes, and conduct experiments to answer guiding questions **(SI-M-A2)**
7. Record observations using methods that complement investigations (e.g., journals, tables, charts) **(SI-M-A3)**
8. Use consistency and precision in data collection, analysis, and reporting **(SI-M-A3)**
11. Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) **(SI-M-A4)**
12. Use data and information gathered to develop an explanation of experimental results **(SI-M-A4)**
16. Use evidence to make inferences and predict trends **(SI-M-A5)**
17. Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions **(SI-M-A6)**
21. Distinguish between *observations* and *inferences* **(SI-M-A7)**
22. Use evidence and observations to explain and communicate the results of investigations **(SI-M-A7)**

2. Understanding Scientific Inquiry

29. Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge **(SI-M-B3)**
30. Describe why all questions cannot be answered with present technologies **(SI-M-B3)**
36. Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted **(SI-M-B5)**
37. Critique and analyze their own inquiries and the inquiries of others **(SI-M-B5)**
38. Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas **(SI-M-B6)**
39. Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) **(SI-M-B7)**
40. Evaluate the impact of research on scientific thought, society, and the environment **(SI-M-B7)**

Life Science

Grade 5

Structure and Function in Living Systems

15. Identify the cell as the basic unit of living things **(LS-M-A1)**
16. Observe, identify, and describe the basic components of cells and their functions (e.g., cell wall, cell membrane, cytoplasm, nucleus) **(LS-M-A1)**

Louisiana Department of Education Science Standards

Grades 5-8

Grade 7

Structure and Function in Living Systems

2. Compare the basic structures and functions of different types of cells (**LS-M-A1**)
9. Relate structural features of organs to their functions in major systems (**LS-M-A5**)
10. Describe the way major organ systems in the human body interact to sustain life (**LS-M-A5**)
11. Describe the growth and development of humans from infancy to old age (**LS-M-A6**)
12. Explain how external factors and genetics can influence the quality and length of human life (e.g., nutrition, smoking, drug use, exercise) (**LS-M-A6**)

Adaptations of Organisms

32. Describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive (**LS-M-D2**)

Louisiana Department of Education Social Studies Standards Grades 5-8

Economics

12. Explain the role of expanding specialization in the development of world civilizations **(E-1A-M4)**
14. Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history **(E-1A-M9)**

Historical Thinking Skills

18. Describe the causes, effects, or impact of a given historical development or event in world civilizations **(H-1A-M3)**

World History

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

29. Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion **(H-1C-M4)**
30. Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology **(H-1C-M4)**.
37. Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures **(H-1C-M7)**
41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) **(H-1C-M9)**
45. Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 **(H-1C-M11)**
46. Explain how communication among regions was accomplished between AD 1000 to 1500 **(H-1C-M11)**
47. Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions **(H-1C-M12)**
50. Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization **(H-1C-M14)**

Grade 7

American History

Students analyze political and economic change in the 16th, 17th, and 18th centuries. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

Louisiana Department of Education Social Studies Standards Grades 5-8

Foundations of American Political System

31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) **(C-1B-M4)**
32. Explain how changes are made in a democratic society **(C-1B-M5)**

Fundamental Economic Concepts

41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain **(E-1A-M9)**

Individuals, Households, Businesses, and Governments

42. Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries **(E-1B-M6)**

History

Students analyze the effects of the industrial revolution in England, France, Germany, Japan, and the United States, specifically: Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

73. Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War **(H-1B-M12)**

Grade 8

Geography

9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana **(G-1B-M4)**

Physical and Human Systems

10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables **(G-1C-M2)**
3. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present **(G-1C-M6)**

Foundations of American Political System

32. Describe various peaceful ways of resolving political or social conflicts, including *majority vote* vs. *consensus* **(C-1B-M4)**

International Relationships

38. Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) **(C-1C-M2)**

Roles of the Citizen

40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels **(C-1D-M4)**
41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues **(C-1D-M5)**

Louisiana Department of Education Social Studies Standards Grades 5-8

Fundamental Economic Concepts

42. Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision **(E-1A-M1)**
43. Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits **(E-1A-M2)**
44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions **(E-1A-M3)**
51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana **(E-1A-M9)**
57. Explain reasons for trade between nations and the impact of international trade **(E-1B-M6)**
58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) **(E-1B-M7)**

Historical Thinking Skills

70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history **(H-1A-M6)**

Target America Content Standards
Louisiana Department of Education Health Education Benchmarks
Grades 9-12

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS

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**Louisiana Department of Education Health Education Benchmarks
Grades 9-12**

	Benchmark	Grades 9-12
Standard 1	1-H-1	●
	1-H-2	●
	1-H-3	●
	1-H-4	●
	1-H-5	●
	1-H-6	●
Standard 2	2-H-1	●
	2-H-2	●
	2-H-3	●
	2-H-4	●
	2-H-5	●
Standard 3	3-H-1	●
	3-H-2	●
	3-H-3	●
	3-H-4	●
	3-H-5	●
	3-H-6	●
Standard 4	4-H-1	●
	4-H-2	●
	4-H-3	●

	Benchmark	Grades 9-12
Standard 5	5-H-1	●
	5-H-2	●
	5-H-3	●
	5-H-4	●
	5-H-5	●
	5-H-6	●
	5-H-7	●

	Benchmark	Grades 9-12
Standard 6	6-H-1	●
	6-H-2	●
	6-H-3	●
	6-H-4	●
	6-H-5	●

Louisiana Department of Education Science Content Standards Grades 9-12

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

2. Describe how investigations can be observation, description, literature survey, classification, or experimentation **(SI-H-A2)**
5. Utilize mathematics, organizational tools, and graphing skills to solve problems **(SI-H-A3)**
8. Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected **(SI-H-A5)**
9. Write and defend a conclusion based on logical analysis of experimental data **(SI-H-A6)**
(SI-H-A2)

Understanding Scientific Inquiry

11. Evaluate selected theories based on supporting scientific evidence **(SI-H-B1)**
12. Cite evidence that scientific investigations are conducted for many different reasons **(SI-H-B2)**
14. Cite examples of scientific advances and emerging technologies and how they affect society (e.g., MRI, DNA in forensics) **(SI-H-B3)**
15. Analyze the conclusion from an investigation by using data to determine its validity **(SI-H-B4)**

Physical Science

Chemical Reactions

22. Identify evidence of chemical changes **(PS-H-D1)**
25. Determine the effect of various factors on reaction rate (e.g., temperature, surface area, concentration, agitation) **(PS-H-D4)**

Biology

The Molecular Basis of Heredity

7. Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) **(LS-H-B1)**
8. Describe the relationships among DNA, genes, chromosomes, and proteins **(LS-H-B1)**
13. Identify possible positive and negative effects of advances in biotechnology **(LS-H-B4)**
(LS-H-B1)

Systems and the Behavior of Organisms

35. Explain how selected organisms respond to a variety of stimuli **(LS-H-F3)**
36. Explain how behavior affects the survival of species **(LS-H-F4)**

Personal and Community Health

37. Explain how fitness and health maintenance can result in a longer human life span **(LS-H-G1)**
38. Discuss mechanisms of disease transmission and processes of infection **(LS-H-G2)** **(LS-H-G4)**
39. Compare the functions of the basic components of the human immune system **(LS-H-G3)**
41. Describe causes, symptoms, treatments, and preventions of major communicable and non-communicable diseases **(LS-H-G4)**
42. Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders **(LS-H-G5)**

Louisiana Department of Education Science Content Standards Grades 9-12

Environmental Science

Ecological Systems and Interactions

4. Determine the effects of limiting factors on a population and describe the concept of carrying capacity **(SE-H-A3)**
8. Explain how species in an ecosystem interact and link in a complex web **(SE-H-A7) (SE-H-A10)**
9. Cite and explain examples of organisms adaptations to environmental pressures over time **(SE-H-A8)**
10. Analyze the effect of an invasive species on the biodiversity within ecosystems **(SE-H-A9)**
11. Explain why biodiversity is essential to the survival of organisms **(SE-H-A9)**

Environmental Awareness and Protection

20. Relate environmental quality to quality of life **(SE-H-C2)**
22. Analyze the risk-benefit ratio for selected environmental situations **(SE-H-C4)**

Personal Choices and Responsible Actions

25. Discuss how education and collaboration can affect the prevention and control of a selected pollutant **(SE-H-D2) (SE-H-D3)**
26. Determine local actions that can affect the global environment **(SE-H-D4)**
27. Describe how accountability toward the environment affects sustainability **(SE-H-D5)**

Chemistry

Chemical reactions

45. Give examples of common chemical reactions, including those found in biological systems **(PS-H-D7)**

Louisiana Department of Education Social Studies Content Standards Grades 9-12

Geography (Core Course: World Geography)

Places and Regions

10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place **(G-1B-H1)**
15. Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) **(G-1B-H3)**
16. Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting water ways) facilitate or hinder regional interactions **(G-1B-H3)**
17. Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) **(G-1B-H3)**

Physical and Human Systems

26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) **(G-1C-H2)**
35. Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) **(G-1C-H6)**

Environment and Society

39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) **(G-1D-H2)**
50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) **(G-1D-H5)**

Civics (Core Course: Civics)

International Relationships

45. Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) **(C-1C-H2)**
46. Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world **(C-1C-H2)**
47. Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world **(C-1C-H3)**
48. Describe ways in which ideas, actions, and problems of other nations impact the United States **(C-1C-H3)**

Louisiana Department of Education Social Studies Content Standards Grades 9-12

Economics (Core Course: Free Enterprise)

Fundamental Economic Concepts

3. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) **(E-1A-H4)**
15. Explain factors affecting levels of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) **(E-1A-H5)**
16. Explain the effects of competition on producers and consumers **(E-1A-H5)**
46. Evaluate the role and importance of Louisiana ports and products in the national and international economy **(E-1B-H6)**

History (Core Course: U. S. History)

Students analyze the transformation of the American Economy and the changing social and political conditions in the United States in response to the Industrial Revolution. Trace patterns of agricultural and industrial development as they related to climate, use of natural resources, markets, and trade and locate such development on a map.

U. S. History

19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States **(H-1B-H6)**
20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century **(H-1B-H6)**
21. Analyze the changing relationship between the federal government and private industry **(H-1B-H6)**
22. Describe the phases, geographic origins, and motivations behind mass migration to and within the United States **(H-1B-H7)**
23. Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health **(H-1B-H7)**
25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) **(H-1B-H8)**
50. Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) **(H-1B-H15)**
54. Analyze contemporary issues in American society and suggest alternative solutions **(H-1B-H17)**
57. Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) **(H-1B-H18)**
58. Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) **(H-1B-H18)**

Louisiana Department of Education Social Studies Content Standards Grades 9-12

History (Core Course: World History)

History

Historical Thinking Skills

18. Analyze causes and effects in historical and contemporary world events, using a variety of re sources **(H-1A-H6)**
50. Explain the political, social, and economic significance of the growing interdependence in the global economy **(H-1C-H15)**
51. Analyze information about current economic systems undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) **(H-1C-H15)**
52. Describe and evaluate the significance and possible consequences of major technological innovations and trends **(H-1C-H15)**