

## CORRELATION TO NATIONAL LEARNING STANDARDS

### National Common Career Technical Core Standards: Career Ready Practices\*

Practices	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Act as a responsible and contributing citizen and employee.	•	•	•	•	•	•	•	•
Apply appropriate academic and technical skills.	•	•	•	•	•	•	•	•
Attend to personal health and financial well-being.	•	•	•	•	•	•	•	•
Communicate clearly, effectively and with reason.	•	•	•	•	•	•	•	•
Consider the environmental, social and economic impacts of decisions.		•	•	•	•	•	•	•
Demonstrate creativity and innovation.	•	•	•	•	•	•	•	•
Employ valid and reliable research strategies.		•					•	
Utilize critical thinking to make sense of problems and persevere in solving them.		•	•	•	•	•	•	•
Model integrity, ethical leadership and effective management.		•	•	•	•	•	•	•
Plan education and career path aligned to personal goals.								
Use technology to enhance productivity.		•					•	

Source: Common Career Technical Core. (2013/2014). *National Association of State Directors of Career Technical Education Consortium (NASDCTEc)*, Silver Spring, MD. [https://careertech.org/sites/default/files/CCTC\\_Standards\\_Formatted\\_2014.pdf](https://careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf)

*\*Career Ready Practices (CRP) describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study (PoS), discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a PoS.*

**CORRELATION TO STATE LEARNING STANDARDS**

Washington State Health Education K-12 Learning Standards

Learning Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.	•	•	•	•	•	•	•	•
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			•	•	•	•	•	
3. Students will demonstrate the ability to access valid information and products and services to enhance health.		•		•	•		•	•
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	•	•	•	•	•	•	•	•
5. Students will demonstrate the ability to use decision-making skills to enhance health.	•	•	•	•	•	•	•	•
6. Students will demonstrate the ability to use goal-setting skills to enhance health.				•				
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks				•			•	•
8. Students will demonstrate the ability to advocate for personal, family, and community health.			•	•	•	•	•	•

Source: State of Washington Office of Superintendent of Public Instruction, Health and Physical Education K–12 Learning Standards, 2016. <http://www.k12.wa.us/HealthFitness/Standards/HPE-K-12StandardsIntro.pdf>

WASHINGTON STATE HEALTH EDUCATION CORE IDEA: SAFETY

Grade-level Outcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Grade 7: Explain importance of being responsible for promoting safety and avoiding or reducing injury. (H7.Sa1.7)	•	•	•	•	•	•	•	•
Grade 8: Advocate for safety and injury prevention. (H8.Sa1.8)				•		•		
Grade 8: Describe how some health risk behaviors influence safety and injury prevention practices. (H2.Sa1.8)	•	•	•	•	•	•	•	•
High School: Describe how to prevent occupational injuries. (H1.Sa1.HS)	•	•	•		•	•	•	•
High School: Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. (H2.Sa1.HS)	•	•	•	•	•	•	•	•

Source: State of Washington Office of Superintendent of Public Instruction, Health and Physical Education K–12 Learning Standards, Core Idea: Safety, 2016. <http://www.k12.wa.us/HealthFitness/Standards/HealthEducationK-12LearningStandards.pdf>