



Indoor Air Quality Inventory Teacher Reference

Indoor Air Quality - General Section

This section describes the major types of indoor air pollution and how students can design a plan to improve the indoor air quality of their school.

Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
1	Does your school have an indoor air quality plan?	Environmental Protection Agency Indoor Air Quality Tools for Schools (EPA IAQ TfS) kit - This publication will address most, if not all, requirements of the IAQ section of the Green and Healthy Schools program. (FREE - call 1-800- 438-4318 to order, or visit http://www.epa.gov/iaq/schools/actionkit.html)	Primary
2	If your school has a plan, does it include the following elements? a) Checking air conditioning and refrigeration units for ozone depleting refrigerants? b) Inventory of all combustion appliances that are potential sources of carbon monoxide? c) Records of lead paint inspections? d) Blueprints detailing locations of asbestos	<p>The Inside Story: A Guide to Indoor Air Quality (FREE - call 1-800-438-4318 to order EPA Document # 402-K-93-007, or visit http://www.epa.gov/iaq/pubs/insidest.html)</p> <p>General information on indoor air quality Kentucky Division for Air Quality (502) 573-3382, or (800) 928-0047</p> <p>General information on indoor air quality Kentucky Cabinet for Health and Family Services, Department for Public Health, Division of Public Health Protection and Safety (502) 564-6533</p> <p>National Institute of Occupational Safety and Health (NIOSH) – Building Air Quality Action Plan http://www.cdc.gov/niosh/98-123a.html</p> <p>To be used with NIOSH – Building Air Quality: A Guide for Building Owners and Facility Mangers http://www.cdc.gov/niosh/baqtoc.html</p> <p>Specific Indoor air quality info for schools from the North Carolina agency for public health http://www.epi.state.nc.us/epi/air/schools.html</p> <p>Information for kids about air quality from the EPA http://www.epa.gov/kids/air.htm</p> <p>See the cleaning section of the Pennsylvania Green Buildings Guide http://www.dgs.state.pa.us/dgs/lib/dgs/green_bldg/greenbuildingbook.pdf</p> <p>National Institute of Environmental Health Sciences website http://www.niehs.nih.gov/kids/baylor/homeair.htm</p>	<p>SS-EP-1.1. Students will identify the basic functions of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up, provide city parks and life guards for city pools), and explain how the local government pays for these services (by collecting taxes from people who live there).</p> <p>SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid, or gas.</p> <p>PL-EP-1.2.02 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent diseases. DOK 1</p> <p>PL-EP-3.3.02 Students will identify the available health and safety agencies in a community that provide services: • Health department • Fire department • Sanitation • Police • Ambulance services DOK 1</p>
3	What does your school's regular cleaning schedule entail?		
4	How are students' lockers and cubbies kept clean and dry?		Fourth Grade
5	What sanitation policies are followed in the school? (e.g., Where is food allowed? How often is trash removed?)	Read how unsanitary conditions in third world countries affect school attendance http://www.schoolsanitation.org/	<p>SS-04-1.1.1 Students will describe the basic functions of state government (to establish order, provide security and accomplish common goals), give examples of the services that state governments provide (e.g., state police, state parks, maintain state highways), and explain how they pay for these services (by collecting taxes). DOK 2</p> <p>PL-04-3.3.02 Students will identify and explain the available health and safety agencies in a community that provide services: • Health department</p>



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6	<p>What plans or policies are in place relating to outdoor air quality (including pollen, diesel emissions, particulate matter, ultraviolet radiation, ozone levels, etc.)?</p>	<p>Fact sheets and lesson plans on health and hygiene from AAAS http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=8&DocID=47</p> <p>Read about the medical detective work that stopped a cholera epidemic http://www.winwaed.com/sci/cholera/john_snow.shtml</p> <p>A website from the Canadian agency for natural resources on why and how school can have idle free zones http://oee.nrcan.gc.ca/communities-government/transportation/municipal-communities/schools.cfm?attr=0</p> <p>Find local pollen and mold counts for your area http://www.aaaai.org/nab/index.cfm?p=pollen</p> <p>Information on your air quality index from the U.S EPA http://airnow.gov/</p>	<ul style="list-style-type: none"> • Fire department • Sanitation • Police • Ambulance services DOK 1 <p>PL-04-1.2.02 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent communicable (cold, flu, measles, strep throat, lice) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.</p> <p>SC-04-4.7.2 Students will</p> <ul style="list-style-type: none"> • describe human interactions in the environment where they live; • classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions. <p style="text-align: center;">Fifth Grade</p> <p>PL-05-1.2.02 Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.</p> <p>PL-05-3.3.02 Students will identify and describe the available health and safety agencies in a community that provide services:</p> <ul style="list-style-type: none"> • Health department • Fire department • Sanitation • Police • Ambulance services DOK 1 <p style="text-align: center;">Sixth Grade</p> <p>PL-06-3.3.02 Students will identify and describe a range of resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center DOK 2
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				<p style="text-align: right;">Seventh Grade</p> <p>PL-07.3.3.02 Students will identify and describe resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center DOK 2 <p style="text-align: right;">Eighth Grade</p> <p>PL-08-3.3.02 Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community.</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center DOK 2 <p style="text-align: right;">High School</p> <p>SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems(e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p> <p>PL-HS-3.3.02 Students will describe the relationship among private, public, and nonprofit health agencies and compare the services provided by each agency:</p> <ul style="list-style-type: none"> • Private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities) • Hospitals • Public health departments and clinics • DES (Disaster and Emergency Services) • Family Resource Centers • Medicare/Medicaid insurance <p>Nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society) DOK 2</p> <p>SC-HS-1.1.3 3 Students will understand that solids, liquids, and gases differ in the distances between molecules or atoms and therefore the energy that binds them together.</p> <p>SC-HS-4.7. 2 Evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction; justify positions using evidence/data. DOK 3</p>
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Indoor Air Quality – Asthma and Allergies Section				
<p>This section helps students understand how substances in the environment can affect asthma and allergy sufferers and what can be done to reduce their symptoms.</p>				
Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1	
7	Does your school have an asthma management plan?	<p>Managing Asthma in the School Environment - A "Tools for Schools" Publication http://www.epa.gov/iaq/schools/pdfs/publications/managing_asthma.pdf Teachers</p> <p>Info about asthma and allergies from the Asthma and Allergy Foundation http://www.aafa.org/</p> <p>Specific info about asthma and allergies from the Asthma and Allergy Foundation http://www.aafa.org/</p> <p>Asthma action cards to download http://aafa.org/display.cfm?id=4&sub=81&cont=392</p> <p>A training program for schools from the American Lung Association http://www.lungusa.org/site/apps/s/content.asp?c=dvLUK9O0E&b=34706&ct=67490</p> <p>Info from the US EPA on the various kinds of triggers and how they can be addressed http://www.epa.gov/asthma/triggers.html</p>	Primary	
8	What percentage of students/staff has asthma or allergies?		<p>PL-EP-1.4.02 Students will identify proper procedures to access emergency assistance (911). DOK 1</p> <p style="text-align: center;">Fourth Grade</p>	
9	What medical treatments are given to people with asthma or allergies?		<p>PL-04-1.4.02 Students will identify proper procedures (calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with emergency situations (choking, bleeding, burns). DOK 1</p> <p style="text-align: center;">Fifth Grade</p>	
10	Are students with asthma allowed to carry and use their rescue inhalers at school?		<p>PL-05-1.4.02 Students will identify proper procedures (calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones). DOK 1</p> <p style="text-align: center;">Sixth grade</p>	
11	Does the school provide staff training specifically dealing with asthma/allergies?		<p>PL-06-3.3.02 Students will identify and describe a range of resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center DOK 2 <p style="text-align: center;">Seventh Grade</p>	
			<p>PL-07-1.4.02 Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 2</p>	



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12	How are asthma triggers (e.g., mold, dust, pests, pesticides, air intakes) addressed at your school?			<p style="text-align: right;">Eight Grade</p> <p>PL-08-1.4.02 Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives. DOK 3</p> <p style="text-align: right;">High School</p> <p>PL-HS-1.4.02 Students will explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives. DOK 2</p>
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Indoor Air Quality – Dust and Mold Section

This section helps students better understand how dust and mold can affect their health.

Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
13	Are air filters and ductwork in the HVAC system regularly inspected and replaced/cleaned per manufacturer's instructions?	EPA Publication: Should you have the air ducts in your home cleaned? Although targeting homeowners, this website has lots of good, general information on Air Duct Cleaning. http://www.epa.gov/iaq/pubs/airduct.html , or call the EPA Indoor Air quality Clearinghouse 1-800-438-4318 to order publication EPA-402-K-97-002	Primary
14	Are there "walk off" mats (measuring at least five steps from door to hallway surface) or other techniques in place to reduce the amount of dirt entering the building?	National Air Duct Cleaners Association (NADCA) 1518 K Street, NW Suite 503 Washington, DC 20005 (202) 737-2926 http://www.nadca.com Ask for: <i>Introduction to HVAC (Heating, Ventilating, and Air Conditioning) System Cleaning Services</i>	PL-EP-1.2.02 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent diseases.
15	How often are floors and other surfaces swept, mopped, or wiped down?	A series of articles on schools and flooring http://www.edfacilities.org/rl/floor_care.cfm	SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid, or gas.
16	Is rain or snow able to enter air intakes allowing standing water to pool?	A fact sheet on school cleaning and how students can help. http://www.nrdc.org/greensquad/library/cleaning.html	MA-EP-4.1.2 Students will organize and display data.
17	How often does the school inspect roofs, ceilings, walls, floors, and carpet for water leakage, stains or discoloration, and mold growth or odors?	An EPA website on eliminating mold and dampness in your school http://www.epa.gov/mold/moldresources.html	Fourth Grade
18	Is the school adequately ventilated in the following ways: a. With air supply diffusers, unobstructed intakes and returns, exhaust vents and continuous fans during school hours to allow exchange with outdoor air and proper air pressure? b. To maintain humidity levels between 33 – 55%? c. To maintain temperature levels between 60 – 78 degrees	An article about the relationship between academic outcomes and poor ventilation http://www.edfacilities.org/pubs/outcomes.pdf	PL-04-1.2.02 Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat, lice) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.
			SC-04-4.7.2 Students will <ul style="list-style-type: none">• describe human interactions in the environment where they live;• classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions.
			MA-04-4.1.2 Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables). DOK – 2
			Fifth Grade
			PL-05-1.2.02



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	Fahrenheit?			<p>Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.</p> <p>MA-05-4.1.2 Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables). DOK – 2</p> <p style="text-align: center;">Sixth Grade</p> <p>PL-06-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>PL-06-1.4.02 Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding).</p> <p>PL-06-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>MA-06-4.1.2 Students will construct data displays (bar graphs, line plots, Venn diagrams, tables, line graphs), and will explain why the type of display is appropriate for the data. DOK – 2</p> <p style="text-align: center;">Seventh Grade</p> <p>PL-07-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>PL-07-1.4.02 Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding).</p> <p>PL-07-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease,</p>
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				<p>diabetes, obesity, asthma, emphysema).</p> <p>MA-07-4.1.2 Students will construct data displays (bar graphs, line plots, Venn diagrams, tables, line graphs, stem-and-leaf plots), and will explain why the type of display is appropriate for the data. DOK - 2</p> <p style="text-align: center;">Eight Grade</p> <p>PL-08-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>PL-08-1.4.02 Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives.</p> <p>PL-08-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p>MA-08-4.1.2 Students will: <ul style="list-style-type: none"> • Construct data displays (Venn diagrams, tables, line graphs, stem-and-leaf plots, circle graphs, scatter plots); • Will explain why the type of display is appropriate for the data; and • Will explain how misleading representations affect interpretations and conclusions about data (e.g., changing the scale on a graph). </p> <p>DOK – 2</p> <p style="text-align: center;">High School</p> <p>PL-HS-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</p> <p>PL-HS-1.4.02 Students will explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives. DOK 2</p>
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				<p>SC-HS-1.1.3 Students will understand that solids, liquids, and gases differ in the distances between molecules or atoms and therefore the energy that binds them together. In solids, the structure is nearly rigid; in liquids, molecules or atoms move around each other but do not move apart; and in gases, molecules or atoms move almost independently of each other and are relatively far apart.</p> <p>SC-HS-4.7. 2 Students will</p> <ul style="list-style-type: none">• evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction;• justify positions using evidence/data. <p>DOK 3</p> <p>MA-11-4.1.1 Students will analyze and make inferences from a set of data with no more than two variables, and will analyze situations for the use and misuse of data representations. DOK - 3</p>
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Indoor Air Quality – Gases and Particulates Section				
This section serves as an exploration of invisible sources of indoor air pollution.				
	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
19	Are the school buildings and grounds “tobacco- free?”	<p>Create a smoking prevention program for students in your school. Implement the plan.</p> <p>Working with your school maintenance staff, identify the chemicals and/or strategies currently used to eliminate pests (insects, rats, etc.) Where possible, make recommendations for less toxic alternatives.</p>	<p>The US Surgeon General’s report for kids about smoking http://profiles.nlm.nih.gov/NN/B/C/T/G/ /nnbctg.pdf</p> <p>Tobacco and Kids Fact Sheets http://tobaccofreekids.org/research/factsheets/index.php?CategoryID=3</p> <p>Anti smoking resources for teachers from the Centers for Disease Control http://www.cdc.gov/tobacco/MCRC/teachers.htm</p> <p>EPA: The ABCs of Asbestos in Schools http://www.epa.gov/asbestos/pubs/abcsfinal.pdf</p> <p>EPA: Frequently Asked Questions About Asbestos in Schools http://www.epa.gov/asbestos/pubs/asbestos_in_schools.html</p> <p>Kentucky Division for Air Quality Asbestos Hazard Emergency Response Act (AHERA) Program (502) 573-3382 Informatin from Ohio’s EPA on radon and schools http://radon.utoledo.edu/radon.html</p> <p>Information from the National Safety Council on car emissions http://www.nsc.org/ehc/mobile/mse_fs.htm</p> <p>County level help with IPM from the UK Extension Service http://ces.ca.uky.edu/ces/</p> <p>An teacher resource from UK for Integrated Pest Management http://www.uky.edu/Ag/IPM/teachers/resources.htm</p> <p>Related websites for school IPM http://schoolipm.ifas.ufl.edu/link_sub.htm</p> <p>Standards for products used in schools http://www.greenguard.org/DesktopDefault.aspx?tabindex=4&tabid=95</p>	<p>Primary</p> <p>SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid, or gas.</p> <p>PL-EP-1.2.02 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent diseases. DOK 1</p> <p>SC-04-4.7.2 Students will</p> <ul style="list-style-type: none"> ● describe human interactions in the environment where they live; ● classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions. <p>PL-04-1.2.02 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent communicable (cold, flu, measles, strep throat, lice) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.</p> <p style="text-align: center;">Fifth Grade</p> <p>PL-05-1.2.02 Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.</p> <p style="text-align: center;">Sixth Grade</p> <p>PL-06-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD,</p>
20	Has all asbestos on the school grounds been properly removed or contained?			
21	Have regularly occupied (45 minutes/day or more) spaces at or below ground level been tested for radon?			
22	Do cars or buses idle near air intakes allowing carbon monoxide to enter the building or portable classrooms?			
23	What Best Management Practices for pest control (especially cockroaches, mice and birds) are in place?			
24	Does your school purchase low-emitting products (e.g., cleaners, markers, floor coverings, paints, adhesives, textiles, furniture, building materials) designed to give off low levels of fumes or vapors?			



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				<p>tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</p> <p>PL-06-1.4.02 Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 1</p> <p style="text-align: center;">Seventh Grade</p> <p>PL-07-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</p> <p>PL-07-1.4.02 Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 2</p> <p style="text-align: center;">Eighth Grade</p> <p>PL-08-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</p> <p>PL-08-1.4.02 Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives. DOK 3</p> <p style="text-align: center;">High School</p> <p>PL-HS-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</p> <p>SC-HS-1.1.3 Students will understand that solids, liquids, and gases differ in the distances between molecules or atoms and therefore the energy that binds them together. In solids, the structure is nearly rigid; in liquids, molecules or atoms move around each other but do</p>
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				<p>not move apart; and in gases, molecules or atoms move almost independently of each other and are relatively far apart.</p> <p>SC-HS-4.7. 2 Students will</p> <ul style="list-style-type: none">• evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction;• justify positions using evidence/data. <p>DOK 3</p>
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Indoor Air Quality – Administrative Section				
	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Academic Standards
25	How is the topic of indoor air quality a part of each grade's curriculum?		One stop shopping for environmental education materials http://eelink.net/pages/EE-Link+Introduction	
26	Who conducted this Air Quality Inventory (e.g. Ms.Element's chemistry class, Ms.Dustbuster), the head custodian, and the local Cooperative Extension Service)?			