***Standards Correlation Guidance***

***Grades 3-5***

| **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** | |
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| **Core Health Concepts** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.1.1  Describe the relationship between healthy behaviors and personal health. | 3.1.1 Identify the link between healthy choices and being healthy. |
| 4.1.1 Explain the connection between 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. | 3.1.2 Give examples of physical and emotional health. |
| 4.1.2 Recognize examples of intellectual and social health. |
| 5.1.2 Identify examples of emotional, intellectual, physical, and social health. |
| 5.1.3  Explain ways in which school and community environments can promote personal health. | 3.1.3 Identify how a safe and healthy school environment promotes personal health. |
| 4.1.3 Summarize ways in which a safe and healthy community environment can promote 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. | 3.1.4 Identify ways to prevent common childhood injuries. |
| 4.1.4 Explain ways to prevent common health problems. |

| **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** | |
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| **Core Health Concepts** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.1.4  Describe ways to prevent common childhood injuries and health problems. | 5.1.4 Describe ways to prevent common childhood injuries and health problems. |
| 5.1.5  Recognize when it is important to seek health care. | 3.1.5 Recognize times when it might be important to seek health care. |
| 4.1.5 Explain how to prevent illness by seeking care from medical personnel. |
| 5.1.5 Describe when it is important to seek health care. |

| **Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.** | |
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| **Analyzing Influences** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.2.1  Describe how the family influence personal health practices and behaviors. | 3.2.1 Recall how the family influences personal health and wellness practices. |
| 4.2.1 Describe how the family influences personal health and behaviors. |
| 5.2.1 Describe how the family influences personal health practices and behaviors. |
| 5.2.2  Describe how the school and community can support personal health practices and behaviors. | 3.2.2 Observe the influence of culture on health practices. |
| 4.2.2 Illustrate the influence of culture on health and behaviors. |
| 5.2.2 Identify the influence of culture on health practices and behaviors. |

| **Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.** | |
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| **Analyzing Influences** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.2.3  Explain how the media can influence thoughts, feelings, and health behaviors. | 3.2.3 State how peers can influence healthy behaviors**.** |
| 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness. |
| 5.2.3 Identify how peers can influence healthy and unhealthy behaviors. |
| 5.2.4  Recognize how peers can influence healthy and unhealthy behaviors. | 3.2.4 Discuss how the school can support personal health behaviors. |
| 4.2.4 Identify how the community can support personal health practices. |
| 5.2.4 Describe how the school and community can support personal health practices and behaviors. |
| 5.2.5  Identify the influence of culture on health beliefs, practices, and behaviors. | 3.2.5 Identify how media and technology influence health behaviors. |
| 4.2.5 Describe how media and technology can influence health behaviors. |
| 5.2.5 Explain how the media influences thoughts, feelings and health behaviors. |
| 5.2.6  Describe ways technology can influence personal health. | 5.2.6 Describe ways technology can influence personal health. |

| **Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.** | |
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| **Accessing Resources** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.3.1  Identify characteristics of valid health information, products, and services. | 3.3.1 State characteristics of valid health products and services. |
| 4.3.1 Recognize characteristics of valid health information and services. |
| 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. | 3.3.2 Name resources from home and school that provide valid health information. |
| 4.3.2 Identify resources from the community that provide valid health and wellness information. |
| 5.3.2. Locate resources from home, school and community that provide valid health information. |

| **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** | |
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| **Communication Skills** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.4.1  Formulate effective (assertive) verbal and nonverbal communication strategies. | 3.4.1 Name effective nonverbal communication skills to enhance health and wellness. |
| 4.4.1 Explain effective verbal communication skills to enhance health. |
| 5.4.1. Demonstrate effective verbal and nonverbal communication skills to enhance health. |
| 5.4.2  Demonstrate the ability to actively listen to enhance health. | 3.4.2 Identify refusal strategies that reduce health risks. |

| **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** | |
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| **Communication Skills** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.4.2  Demonstrate the ability to actively listen to enhance health. | 4.4.2 Show refusal skills that avoid health risks. |
| 5.4.2. Demonstrate refusal skills that avoid or reduce health risks. |
| 5.4.3  Explain healthy ways to express needs, wants and feelings. | 3.4.3 Suggest nonviolent strategies to manage conflict. |
| 4.4.3 Practice nonviolent strategies to resolve conflict. |
| 5.4.3. Demonstrate nonviolent strategies to manage or resolve conflict. |
| 5.4.4  Determine ways to communicate kindness and respect for others. | 3.4.4 Illustrate how to ask for assistance with a difficult personal situation. |
| 4.4.4 Model how to ask for support to enhance personal health and wellness. |
| 5.4.4. Demonstrate how to ask for assistance to enhance personal health. |
| 5.4.5  Describe refusal skills to avoid or reduce health risks. |  |
| 5.4.6  Model how to ask for assistance to enhance personal health. |  |
| 5.4.7  Analyze strategies to prevent and manage conflict. |  |
| 5.4.8  Recognize barriers to healthy communication. |  |

| **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.** | |
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| **Decision Making** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.5.1  Identify personal health decisions and influences. | 3.5.1 Indicate routine health-related situations. |
| 4.5.1 Explain situations that may require a thoughtful health-related decision. |
| 5.5.1 Identify health-related situations that may require a thoughtful decision. |
| 5.5.2  Locate and use information to enhance health. | 3.5.2 Identify when support is needed when making a health-related decision. |
| 4.5.2 Determine when help is needed to make a health-related decision. |
| 5.5.2 Analyze when assistance is needed in making a health-related decision. |
| 5.5.3  Predict health risk of decisions to self and others. | 3.5.3 Tell options to health-related issues or problems. |
| 4.5.3 Indicate healthy alternatives to health-related issues or problems. |
| 5.5.3 List healthy options to health-related issues or problems. |
| 5.5.4  Identify important steps to take when making a health related decision. | 3.5.4 Indicate the possible consequences of each choice when making a health-related decision. |
| 4.5.4 Describe the possible consequences of each option when making a health-related decision. |
| 5.5.4 Predict the potential outcomes of each option when making a health-related decision. |

| **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.** | |
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| **Decision Making** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.5.5  Assume responsibility for personal health decisions. | 3.5.5 Identify a healthy choice when making a decision. |
| 4.5.5 Determine a healthy alternative when making a 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: Students will demonstrate the ability to use goal-setting skills to enhance health.** | |
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| **Goal Setting** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.6.1  Explain the benefits of planning and setting personal health goals. | 3.6.1 Select a personal health goal and track progress. |
| 4.6.1 Plan a personal health goal and how to monitor its progress. |
| 5.6.1 Set a personal health goal and track progress toward its achievement. |
| 5.6.2  Develop a personal health goal and a plan to achieve it. | 3.6.2 Recognize resources to achieve a personal health goal. |
| 4.6.2 Discuss resources to help achieve a personal health goal. |
| 5.6.2 Recognize resources to assist in achieving a personal health goal. |

| **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.** | |
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| **Goal Setting** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.6.3  Identify possible barriers to achieving the personal health goal. |  |
| 5.6.4  Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan. |  |
| 5.6.5  Examine the impact of personal choices on the personal health goal. |  |
| 5.6.6  Identify who can help in achieving the personal health goal. |  |
| 5.6.7  Monitor and evaluate progress towards achieving the personal health goal. |  |

| **Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.** | |
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| **Practicing Healthy Behaviors** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.7.1  Explain character traits and behaviors of a healthy and safe person. | 3.7.1 Name healthy behaviors. |
| 4.7.1 Describe positive health behaviors. |
| 5.7.1 Identify responsible personal health behaviors. |

| **Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.** | |
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| **Practicing Healthy Behaviors** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.7.2  Identify specific ways to avoid or reduce health and safety risks. | 3.7.2 Identify a healthy practice to maintain personal health and wellness. |
| 4.7.2 Describe a healthy behavior to improve personal health and wellness. |
| 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. |
|  | 3.7.3 Recognize actions to avoid health risks. |
|  | 4.7.3 Describe behaviors to reduce health risks. |
|  | 5.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks. |

| **Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.** | |
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| **Advocacy** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.8.1  Identify personal, family, school or community health and safety concerns. | 3.8.1 Share correct information about a health issue |
| 4.8.1 Give accurate information about a health issue. |
| 5.8.1 Express opinions and give accurate information about health issues. |
| 5.8.2  Select a health or safety issue on which to take a stand. | 3.8.2 Tell how to help others to make positive choices |
| 4.8.2 Illustrate how to assist others to make positive health choices. |
| 5.8.2 Encourage others to make positive health choices. |

| **Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.** | |
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| **Advocacy** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 5.8.3  Locate evidence about the health or safety issue. |  |
| 5.8.4  Identify groups, or others who advocate for the health issue. |  |
| 5.8.5  Clarify personal beliefs regarding the health or safety issue. |  |
| 5.8.6  Take a clear health-enhancing stand. |  |
| 5.8.7  Use a communication technique to inform others about a health or safety issue. |  |
| 5.8.8  Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group. |  |