***Standards Correlation Guidance***

***Grades 6-8***

| **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** |
| 8.1.1  Analyze the relationship between healthy behaviors and personal health. | 6.1.1 Compare how healthy behaviors and personal health are linked. |
| 7.1.1 Examine how healthy behaviors influence personal health. |
| 8.1.1 Analyze the relationship between healthy behaviors and personal health. |
| 8.1.2  Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. | 6.1.2 Identify the interrelationships of emotional and social health in adolescence. |
| 7.1.2 Summarize the interrelationships of emotional, social and physical health in adolescence. |
| 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. |
| 8.1.3  Analyze how the environment impacts personal health. | 6.1.3 Examine how one’s surroundings impact health and wellness. |
| 7.1.3 Discover how the environment can impact personal health. |
| 8.1.3 Analyze how the environment impacts personal health. |
| 8.1.4  Describe ways to reduce or prevent adolescent health problems and injuries. | 6.1.4 Identify how family culture or beliefs can impact personal health. |
| 7.1.4 Cite how family heredity can impact personal health. |

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| **Core Health Concepts** | |
| **Indiana Academic Standards 2017** | **Indiana Academic Standards 2010** |
| 8.1.4  Describe ways to reduce or prevent adolescent health problems and injuries. | 8.1.4 Describe how family history can impact personal health. |
| 8.1.5  Explain how appropriate health care can promote personal health. | 6.1.5 List ways to reduce or prevent injuries. |
| 7.1.5 Explain ways to reduce or prevent health risks among adolescents. |
| 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries. |
| 8.1.6  Describe how family history can impact personal health. | 6.1.6 Identify how health care can promote health |
| 7.1.6 Describe how immediate health care can promote individual health |
| 8.1.6 Explain how appropriate health care can promote personal health. |
| 8.1.7  Describe the benefits of and barriers to practicing a variety of healthy behaviors. | 6.1.7 Identify the benefits of practicing healthy behaviors. |
| 7.1.7 Determine the barriers to practicing healthy behaviors. |
| 8.1.7 Describe the benefits of and barriers to practicing healthy behaviors |
| 8.1.8  Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. | 6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors. |
| 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors. |
| 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors |
|  | 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy 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** |
| 8.2.1  Examine how the family influences the health of adolescents. | 6.2.1 Identify how family practices influence the health of adolescents. |
| 7.2.1 Describe how family values and behaviors influence the health of adolescents. |
| 8.2.1 Examine how the family influences the health of adolescents. |
| 8.2.2  Analyze how the school and community can affect personal health practices and behaviors. | 6.2.2 Identify the influence of culture on health beliefs and practices. |
| 7.2.2 Discuss the influence of culture on health behaviors. |
| 8.2.2 Describe the influence of culture on health beliefs, practices and behaviors. |
| 8.2.3  Analyze how messages from the media influence health behaviors. | 6.2.3 Explain how peers influence healthy behaviors**.** |
| 7.2.3 Describe how peers influence unhealthy behaviors. |
| 8.2.3 Describe how peers influence healthy and unhealthy behaviors. |
| 8.2.4  Describe how peers can influence healthy and unhealthy behaviors. | 6.2.4 Identify how the community can affect personal health practices and behaviors. |
| 7.2.4 Identify how the school can affect personal health practices and behaviors. |
| 8.2.4 Analyze how the school and community can affect personal health practices and behaviors. |
| 8.2.5  Describe the influence of culture on health beliefs, practices, and behaviors. | 6.2.5 Illustrate how media messages influence health behaviors. |
| 7.2.5 Examine how information from the media influences health 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** |
| 8.2.5  Describe the influence of culture on health beliefs, practices, and behaviors. | 8.2.5 Analyze how messages from the media influence health behaviors. |
| 8.2.6  Analyze the influence of technology on personal and family health. | 6.2.6 Explain the influence of technology on family health. |
| 7.2.6 Interpret the influence of technology on personal health |
| 8.2.6 Analyze the influence of technology on personal and family health. |
| 8.2.7  Explain how the perceptions of norms influence healthy and unhealthy behaviors. | 6.2.7 Identify norms that influence health behaviors. |
| 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors. |
| 8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors. |
| 8.2.8  Explain the influence of personal values and beliefs on individual health practices and behaviors. | 6.2.8 List the influence of personal values on health practices. |
| 7.2.8 Describe the influence of personal beliefs on health practices and behaviors. |
| 8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors. |
| 8.2.9  Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors. | 6.2.9 Identify how some health choices influence unhealthy behaviors. |
| 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors. |
| 8.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy 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** |
| 8.2.10  Explain how school and public health policies can influence health practices and behaviors. | 6.2.10 Describe how school policies can influence health promotion. |
| 7.2.10 Identify how public health policies can influence disease prevention. |
| 8.2.10 Explain how school and public health policies can influence health promotion and disease prevention. |

| **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** |
| 8.3.1  Investigate the validity of health information, products, and services. | 6.3.1 Indicate the validity of health products. |
| 7.3.1 Explain the validity of health information. |
| 8.3.1 Analyze the validity of health information, products and services. |
| 8.3.2  Access valid health information from home, school, and community. | 6.3.2 Find valid health information from home. |
| 7.3.2 Locate valid health information from school and community. |
| 8.3.2. Access valid health information from home, school and community. |
| 8.3.3  Determine the accessibility of products that enhance health. | 6.3.3 List the accessibility of health-related products. |
| 7.3.3 Identify how to access products that enhance 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** |
| 8.3.3  Determine the accessibility of products that enhance health. | 8.3.3 Determine the accessibility of products that enhance health. |
| 8.3.4  Describe situations that may require professional health services. | 6.3.4 Recognize circumstances that may require professional health services. |
| 7.3.4 Determine situations that require health services. |
| 8.3.4 Describe situations that may require professional health services. |
| 8.3.5  Locate valid and reliable health products and services that enhance health. | 6.3.5 Find valid and reliable health services. |
| 7.3.5 Select valid and reliable health products. |
| 8.3.5 Locate valid and reliable health products and services. |

| **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** |
| 8.4.1  Apply effective verbal and nonverbal communication skills to enhance health. | 6.4.1 Investigate effective communication skills to enhance health. |
| 7.4.1 Demonstrate effective communication skills to enhance health. |
| 8.4.1 Apply effective verbal and non-verbal communication skills to enhance health. |

| **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** |
| 8.4.2  Demonstrate active listening and response skills to enhance health. | 6.4.2 Choose refusal skills to avoid or reduce health risks. |
| 7.4.2 Model refusal and negotiation skills to avoid or reduce health risks. |
| 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks. |
| 8.4.3  Demonstrate healthy ways to express needs, wants, and feelings. | 6.4.3 Choose effective conflict management strategies. |
| 7.4.3 Model effective conflict resolution strategies. |
| 8.4.3 Demonstrate effective conflict management or resolution strategies. |
| 8.4.4  Practice ways to communicate care, consideration, and respect for self and others. | 6.4.4 Choose how to ask for assistance to enhance the health of self. |
| 7.4.4 Model how to ask for assistance to enhance the health of others. |
| 8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others. |
| 8.4.5  Demonstrate the ability to refuse or negotiate health risks in healthy ways. |  |
| 8.4.6  Demonstrate how to ask for assistance to enhance the health of self and others. |  |
| 8.4.7  Implement healthy strategies to prevent and manage conflict. |  |

| **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** |
| 8.4.8  Formulate strategies for overcoming health-related communication barriers. |  |
| 8.4.9  Examine the impact of communication on relationships. |  |

| **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** |
| 8.5.1  Identify personal health decisions and differentiate between related internal and external influences. | 6.5.1 Name conditions that can help or hinder healthy decision making. |
| 7.5.1 Describe situations that can help or hinder healthy decision-making. |
| 8.5.1 Identify circumstances that can help or hinder healthy decision making. |
| 8.5.2  Compile and assess available information to enhance health. | 6.5.2 Explain when health-related situations require a thoughtful decision-making process. |
| 7.5.2 Recognize when health-related situations require a thoughtful decision-making process. |
| 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process. |
| 8.5.3  Personalize health risk of decisions to self and others. | 6.5.3 Explain when individual or adult supported decision making is appropriate. |

| **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** |
| 8.5.3  Personalize health risk of decisions to self and others. | 7.5.3 Determine when independent or collaborative decision making is appropriate. |
| 8.5.3 Distinguish when individual or collaborative decision making is appropriate. |
| 8.5.4  Apply a decision making process to real-life health-related situations. | 6.5.4 Identify healthy and unhealthy options to health-related issues or problems. |
| 7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems. |
| 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. |
| 8.5.5  Describe how personal health decisions may affect subsequent decisions. | 6.5.5 Describe the potential short-term impact of each choice on self and others. |
| 7.5.5 Examine the potential short-term impact of each option on self and others. |
| 8.5.5 Predict the potential short-term impact of each alternative on self and others. |
| 8.5.6  Assume responsibility for personal health decisions. | 6.5.6 Distinguish healthy options over unhealthy options when making a decision. |
| 7.5.6 Choose healthy choices over unhealthy choices when making a decision. |
| 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision. |
|  | 6.5.7 Predict the results of a health-related decision |
| 7.5.7 Examine the consequences of a health-related decision. |
| 8.5.7 Analyze 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** |
| 8.6.1  Assess the benefits of planning and setting health goals. | 6.6.1 Examine personal health behaviors. |
| 7.6.1 Analyze the effectiveness of personal health practices. |
| 8.6.1 Assess personal health practices. |
| 8.6.2  Develop a personal health goal and a plan to achieve it. | 6.6.2 Identify a goal to adopt a personal health practice. |
| 7.6.2 Select a goal to improve a personal health practice. |
| 8.6.2 Develop a goal to adopt, maintain or improve a personal health practice. |
| 8.6.3  Examine possible barriers to achieving the personal health goal. | 6.6.3 Develop strategies to achieve a personal health goal. |
| 7.6.3 Demonstrate skills needed to attain a personal health goal. |
| 8.6.3 Apply strategies and skills needed to attain a personal health goal. |
| 8.6.4  Implement the plan to achieve the personal health goal and overcome possible barriers. | 6.6.4 Explain how personal health goals can vary with priorities. |
| 7.6.4 Discuss how personal health goals can vary with changing abilities or responsibilities. |
| 8.6.4 Describe how personal health goals can vary with changing abilities, priorities and responsibilities. |
| 8.6.5  Consider the impact of decisions on the 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** |
| 8.6.6  Identify personal support systems and explain their importance in achieving the personal health goal. |  |
| 8.6.7  Assess, reflect on and adjust the plan to reach and maintain 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** |
| 8.7.1  Conduct a personal assessment of health and safety knowledge and skills. | 6.7.1 Identify the importance of being responsible for health behaviors. |
| 7.7.1 Show the importance of being accountable for personal health behaviors. |
| 8.7.1 Explain the importance of assuming responsibility for personal health behaviors. |
| 8.7.2  Describe the results of the personal assessment to identify personal health and safety strengths and needs. | 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others. |
| 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others. |
| 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. |

| **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** |
| 8.7.3  Select and apply a strategy to improve personal health or safety. | 6.7.3 Identify practices to avoid or reduce health risks to self and others. |
| 7.7.3 Describe behaviors to avoid or reduce health risks to self and others. |
| 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others. |
| 8.7.4  Identify and access personal support, persons or systems, as needed. |  |
| 8.7.5  Explain the importance of assuming responsibility for personal health and safety behaviors. |  |

| **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** |
| 8.8.1  Conduct a personal, family or community health or safety assessment and/or review data from an existing health assessment. | 6.8.1 State a health position and support it with accurate information. |
| 7.8.1 Select a health enhancing position and support it with accurate information. |
| 8.8.1 State a health-enhancing position on a topic and support it with accurate information. |

| **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** |
| 8.8.2  Analyze data to determine a priority health or safety issue on which to take a stand. | 6.8.2 Show how to support others to make positive health choices. |
| 7.8.2 Demonstrate how to influence and support others to make positive health choices. |
| 8.8.2 Demonstrate how to influence and support others to make positive health choices. |
| 8.8.3  Research the health or safety issue. | 6.8.3 Plan with others to advocate for healthy individuals. |
| 7.8.3 Work with others to advocate for healthy individuals and families. |
| 8.8.3 Work cooperatively to advocate for healthy individuals, families and schools. |
| 8.8.4  Identify agencies, organizations, or others who advocate for the health issue. | 6.8.4 State ways that health messages can be altered for different age groups. |
| 7.8.4 Explain ways that health messages can be altered for different audiences. |
| 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences. |
| 8.8.5  Clarify personal beliefs regarding the health or safety issue. |  |
| 8.8.6  Take a clear health-enhancing stand. |  |
| 8.8.7  Use communication techniques to persuade the individual or group to support or act on the health or safety issue. |  |

| **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** |
| 8.8.8  Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group. |  |