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*Working Together for Student Success*

# INDIANA ACADEMIC STANDARDS FOR HEALTH & WELLNESS 2017

2017

## Introduction

Research and scientific reviews have documented that the academic success of America’s youth is strongly linked with their overall health. Positive effects on educational outcomes, as well as health-risk behaviors and health outcomes, are impacted by school health programs. Similarly, programs that are primarily designed to improve academic performance are increasingly recognized as important public health interventions that impacts overall and lifelong health and wellness.

The overarching goal of school health education in Indiana is to ensure that school aged youth become health literate individuals who possess the skills and knowledge to lead healthy active lives. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health enhancing.

Health & Wellness Education is an academic discipline that teaches all students the essential skills necessary adopt, practice, and maintain health-enhancing behaviors. These healthy behaviors contribute directly to a student's ability to successfully use behaviors that protect and promote health and avoid or reduce health risk. Health & Wellness Education also teaches functional health information (essential concepts) and help students determine personal values and develop group norms that support healthy lifestyles.

The Health Education content standards and respective grade level-specific performance outcomes presented here provide the expectations that school programs and services will set for all Indiana students.

## Standards Development

In 2017, a team of professionals comprised of Indiana educators, post-secondary professors and community partners, collaborated to develop the latest edition of the Indiana Academic Standards for Health & Wellness Education. It was through their leadership, hard work, research, expertise and dedication that this document has become a dynamic resource to address and promote the health and wellness of students in Indiana.

The Indiana Academic Standards for Health & Wellness Education align closely with the National Standards, developed by the Joint Committee on National Health Education Standards in 2007. Both emphasize the unique role of Health & Wellness Education programs in providing students with a planned, sequential, K-12 standards-based framework. The framework is based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions. The 2017 Indiana Academic Standards for Health & Wellness Education will be fully implemented beginning in the 2018-2019 school year.

## Standards Content and Purpose

The health education standards reflect the essential skills and knowledge that all students should know and be able to do by the end of each grade level band (PreK-2, 3-5, 6-8, and 9-12). Youth have knowledge of what is harmful to their health, however they do not always have the skills to avoid risky behaviors. The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high risk behaviors. Eight standards, with

accompanying performance indicators are provided for each grade level band. Knowledge of core health concepts, content, and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2 to 8 identify key processes and skills that are applicable to healthy living.

Performance indicators are meant to be achieved by the end of the grade span in which they are identified. Because learning best occurs when students perform at all levels of the cognitive domain, the performance indicators encompass application, analysis, synthesis, and evaluation, as well as knowledge and comprehension. Performance indicators are also intended to serve as a blueprint for organizing student assessment. The achievement of all the performance indicators for each standard provides evidence of the successful attainment of the standard, ultimately increasing the likelihood that students will adopt and maintain healthy behaviors. Teachers should use their professional expertise to differentiate instruction provided at each grade level within a grade band.

The eight Health & Wellness Education standards are:

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

The Indiana Academic Standards for Health & Wellness Education are **NOT** curriculum. Standards serve as a gauge for mastery, and are designed to be the foundation and guide for teachers, schools and corporations as they develop an aligned curriculum and set of learning experiences in health education. The curricula should be designed to provide students with the knowledge and skills they need to become successful learners and healthy and productive adults. Health education is a fundamental part of an overall school health program. Identifying the sequence of instruction at each grade level —what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. The Standards do not prescribe any particular curriculum. Curricular tools, including textbooks, are selected by the corporation/school and adopted through the local school board.

## Structure of the Standards

For guidance in the interpretation of the standards, the table below demonstrates the structure of the 2017 Indiana Academic Standards for Health & Wellness Education. The structure and format of the Standards strengthens the educator’s implementation of scope and sequencing between grade levels, and supports teachers in their development of age-appropriate lesson plans. Differences in cultural norms and access to resources outside of school should be considered in instruction, and alternative activities to engage students should be included. The Standards should not, however, be used to compare students. Mastery of the indicators for one grade level serves as a foundation for attaining competency of the indicators for the next grade level. Educators can use the grade-level indicators as starting points for instruction, and as checkpoints to ensure that the Standards are being taught and applied. All educators are expected to

implement the learning standards and indicators for all students. However, as needed, educators should use their own understanding of their students to make the necessary adjustments to their instruction.

**2017 Academic Standards for Health and Wellness Education Key**

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

8.2.1 Examine how the family influences the health of adolescents.

- **8 = End of Grade Band**
- **2 = Standard:** provides a broad definition of the skills that students should acquire by the end of this grade level.
- **1 = Indicator:** desired learning objectives and academic expectations that schools and teachers want students to achieve by this grade level.

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

*The acquisition of basic health concepts and functional health knowledge provides a foundation for the promotion of health-enhancing behaviors and risk reduction among youth. This standard focuses on essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. Students also describe the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.*

Standard 1	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.1.1 Identify that healthy behaviors affect personal health.	5.1.1 Describe the relationship between healthy behaviors and personal health.	8.1.1 Analyze the relationship between healthy behaviors and personal health.	12.1.1 Predict how healthy behaviors can impact personal health.
	2.1.2 Recognize that there are multiple dimensions of health. (emotional, intellectual, physical, and social health)	5.1.2 Identify examples of emotional, intellectual, physical, and social health.	8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	12.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.
	2.1.3 Describe ways to prevent communicable diseases.	5.1.3 Explain ways in which school and community environments can promote personal health.	8.1.3 Analyze how the environment impacts personal health.	12.1.3 Analyze how environment and personal health are interrelated.
	2.1.4 List ways to prevent common childhood injuries.	5.1.4 Describe ways to prevent common childhood injuries and health problems.	8.1.4 Describe ways to reduce or prevent adolescent health problems and injuries.	12.1.4 Propose ways to reduce or prevent injuries and health problems.

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Standard 1	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.1.5 Describe why it is important to have regular medical checkups.	5.1.5 Recognize when it is important to seek health care.	8.1.5 Explain how appropriate health care can promote personal health.	12.1.5 Analyze the relationship between access to health care and personal health.
			8.1.6 Describe how family history can impact personal health.	12.1.6 Analyze how genetics and family history can affect personal health.
			8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.	12.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
			8.1.8 Examine the severity of injury and/or illness if engaging in unhealthy behaviors.	12.1.8 Analyze the severity of injury and/or illness if engaging in unhealthy behaviors.
				12.1.9 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

*Health is impacted by a variety of influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that can positively and/or negatively influence health practices and behaviors among youth. Students examine how the family, peers, culture, media, technology, and policies and regulations influence personal, family, and community health. Students analyze how personal values, beliefs, and perceived norms influence health.*

Standard 2	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.2.1 Identify how the family influences personal health practices and behaviors.	5.2.1 Describe how the family influences personal health practices and behaviors.	8.2.1 Examine how the family influences the health of adolescents.	12.2.1 Analyze how the family influences the health or individuals across the lifespan.
	2.2.2 Identify what the school can do to support personal health practices and behaviors.	5.2.2 Describe how the school and community can support personal health practices and behaviors.	8.2.2 Analyze how the school and community can affect personal health practices and behaviors.	12.2.2 Evaluate how the school and community can impact personal health practice and behaviors.
	2.2.3 Describe how the media can influence health behaviors.	5.2.3 Explain how the media can influence thoughts, feelings, and health behaviors.	8.2.3 Analyze how messages from the media influence health behaviors.	12.2.3 Evaluate the effect of media on health behaviors.
		5.2.4 Recognize how peers can influence healthy and unhealthy behaviors.	8.2.4 Describe how peers can influence healthy and unhealthy behaviors.	12.2.4 Analyze how peers can influence healthy and unhealthy behaviors.

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Standard 2	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
		5.2.5 Identify the influence of culture on health beliefs, practices, and behaviors.	8.2.5 Describe the influence of culture on health beliefs, practices, and behaviors.	12.2.5 Analyze how culture supports and challenges health beliefs, practices and behaviors.
		5.2.6 Describe ways technology can influence personal health.	8.2.6 Analyze the influence of technology on personal and family health.	12.2.6 Evaluate the impact of technology on personal, family and community health.
			8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	12.2.7 Analyze 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.	12.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
			8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	12.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
			8.2.10 Explain how school and public health policies can influence health practices and behaviors.	12.2.10 Analyze how public health policies and government regulations can influence health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.**

*Accessing valid health information and health-enhancing products and services is critical in the prevention, early detection and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. Students access valid health information, health-enhancing products, and services to prevent, detect, and treat health problems.*

Standard 3	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.3.1 Identify trusted adults who can help enhance health.	5.3.1 Identify characteristics of valid health information, products, and services.	8.3.1 Investigate the validity of health information, products, and services.	12.3.1 Evaluate the validity of health information, products and services.
	2.3.2 Identify ways to locate school and community health helpers.	5.3.2 Locate resources from home, school, and community that provide valid health information.	8.3.2 Access valid health information from home, school, and community.	12.3.2 Use resources from home, school, and community that provide valid health information for making personal health decisions.
			8.3.3 Determine the accessibility of products that enhance health.	12.3.3 Determine the accessibility of products and services that enhance health.
			8.3.4 Describe situations that may require professional health services.	12.3.4 Determine when professional health services may be required.
			8.3.5 Locate valid and reliable health products and services that enhance health.	12.3.5 Access valid and reliable health products and services that enhance health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

*Effective communication enhances personal, family, and community health. This standard focuses on how healthy individuals use verbal and nonverbal skills to develop and maintain quality personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.*

Standard 4	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.4.1 List verbal and nonverbal communication skills to enhance health.	5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies.	8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.	12.4.1 Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.
	2.4.2 Explain listening skills to enhance health.	5.4.2 Demonstrate the ability to actively listen to enhance health.	8.4.2 Demonstrate active listening and response skills to enhance health.	12.4.2 Employ active listening and response skills to enhance health.
	2.4.3 Identify healthy ways to express needs, wants, and feelings.	5.4.3 Explain healthy ways to express needs, wants and feelings.	8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.	12.4.3 Demonstrate healthy ways to express needs, wants and feelings.
	2.4.4 List ways to treat people with kindness and respect.	5.4.4 Determine ways to communicate kindness and respect for others.	8.4.4 Practice ways to communicate care, consideration, and respect for self and others.	12.4.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

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<b>Standard 4</b>	<b>PreK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
	2.4.5 Describe ways to respond in an unwanted, threatening, or dangerous situation.	5.4.5 Describe refusal skills to avoid or reduce health risks.	8.4.5 Demonstrate the ability to refuse or negotiate health risks in healthy ways.	12.4.5 Demonstrate effective refusal skills in real-life health-related situations.
	2.4.6 Explain situations why talking to a trusted adult is important.	5.4.6 Model how to ask for assistance to enhance personal health.	8.4.6 Demonstrate how to ask for assistance to enhance the health of self and others.	12.4.6 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
	2.4.7 Identify nonviolent ways to manage or resolve conflict.	5.4.7 Analyze strategies to prevent and manage conflict.	8.4.7 Implement healthy strategies to prevent and manage conflict.	12.4.7 Implement and evaluate strategies to prevent and manage conflict.
		5.4.8 Recognize barriers to healthy communication.	8.4.8 Formulate strategies for overcoming health-related communication barriers.	12.4.8 Implement strategies for overcoming health-related communication barriers.
			8.4.9 Examine the impact of communication on relationships.	12.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

*Decision-making skills are needed in order to identify, implement, and sustain health-enhancing behaviors. This standard focuses on the essential steps needed to make healthy decisions. Students apply a comprehensive decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

Standard 5	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.5.1 Identify personal health decisions.	5.5.1 Identify personal health decisions and influences.	8.5.1 Identify personal health decisions and differentiate between related internal and external influences.	12.5.1 Identify personal health decisions and analyze related internal and external influences.
	2.5.2 Identify people or places where health information can be obtained.	5.5.2 Locate and use information to enhance health.	8.5.2 Compile and assess available information to enhance health.	12.5.2 Gather, synthesize, and evaluate available information to enhance health.
		5.5.3 Predict health risk of decisions to self and others.	8.5.3 Personalize health risk of decisions to self and others.	12.5.3 Personalize health risk of decisions to self and others.
		5.5.4 Identify important steps to take when making a health related decision.	8.5.4 Apply a decision making process to real-life health-related situations.	12.5.4 Apply a decision making process to real-life health-related situations.
		5.5.5 Describe how personal health decisions are connected to subsequent decisions.	8.5.5 Describe how personal health decisions may affect subsequent decisions.	12.5.5 Describe how personal health decisions may affect subsequent decisions.

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Standard 5	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
		5.5.6 Assume responsibility for personal health decisions.	8.5.6 Assume responsibility for personal health decisions.	12.5.6 Assume responsibility for personal health decisions.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

*Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard focuses on the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement, and evaluate critical steps to achieve short-term and long-term health goals.*

Standard 6	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.6.1 Identify the benefits of planning and setting personal health goals.	5.6.1 Explain the benefits of planning and setting personal health goals.	8.6.1 Assess the benefits of planning and setting health goals.	12.6.1 Critically analyze and articulate the benefits of planning and setting personal health goals.
	2.6.2 Identify a personal health goal and make a plan to achieve it.	5.6.2 Develop a personal health goal and a plan to achieve it.	8.6.2 Develop a personal health goal and a plan to achieve it.	12.6.2 Develop a personal health goal and a plan to achieve it.
	2.6.3 List possible barriers to achieving the personal health goal.	5.6.3 Identify possible barriers to achieving the personal health goal.	8.6.3 Examine possible barriers to achieving the personal health goal.	12.6.3 Analyze and develop strategies to overcome barriers to achieving the personal health goal.
	2.6.4 Show how to achieve the personal health goal.	5.6.4 Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan.	8.6.4 Implement the plan to achieve the personal health goal and overcome possible barriers.	12.6.4 Implement the plan and adjust it, as needed, to achieve the personal health goal.

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<b>Standard 6</b>	<b>PreK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
	2.6.5 Explain the impact of personal choices on the personal health goal.	5.6.5 Examine the impact of personal choices on the personal health goal.	8.6.5 Consider the impact of decisions on the personal health goal.	12.6.5 Analyze the impact of decisions on the personal health goal.
	2.6.6 Name trusted adults who can help in achieving the personal health goal.	5.6.6 Identify who can help in achieving the personal health goal.	8.6.6 Identify personal support systems and explain their importance in achieving the personal health goal.	12.6.6 Identify personal support systems and explain their importance in achieving the personal health goal.
	2.6.7 Show progress towards achieving the personal health goal.	5.6.7 Monitor and evaluate progress towards achieving the personal health goal.	8.6.7 Assess, reflect on and adjust the plan to reach and maintain the personal health goal.	12.6.7 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.**

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. This standard focuses on strategies and skills to enhance personal health and reduce health risks. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. Students identify personal health needs and practice health-enhancing behaviors to improve health and reduce risks.*

Standard 7	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.7.1 Identify character traits and behaviors of a healthy and safe person.	5.7.1 Explain character traits and behaviors of a healthy and safe person.	8.7.1 Conduct a personal assessment of health and safety knowledge and skills.	12.7.1 Conduct a personal assessment of health and safety knowledge and skills.
	2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.	5.7.2 Identify specific ways to avoid or reduce health and safety risks.	8.7.2 Describe the results of the personal assessment to identify personal health and safety strengths and needs.	12.7.2 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.
			8.7.3 Select and apply a strategy to improve personal health or safety.	12.7.3 Select and apply a strategy to improve personal health or safety.
			8.7.4 Identify and access personal support, persons or systems, as needed.	12.7.4 Identify and access personal support, persons or systems, as needed.

Standard 7	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
			8.7.5 Explain the importance of assuming responsibility for personal health and safety behaviors.	12.7.5 Analyze the role of individual responsibility for personal health and safety behaviors.
				12.7.6 Celebrate and reward self for personal health and safety accomplishments.

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

*Advocacy skills help students promote healthy norms and behaviors. This standard focuses on the development of essential skills to create health-enhancing messages and to encourage others to adopt healthy behaviors. Students communicate valid information and convey opinions about health issues.*

Standard 8	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.8.1 List personal, family, school or community health and safety concerns.	5.8.1 Identify personal, family, school or community health and safety concerns.	8.8.1 Conduct a personal, family or community health or safety assessment and/or review data from an existing health assessment.	12.8.1 Conduct a personal, family or community health or safety assessment and/or review data from current similar health assessments.
	2.8.2 Identify a health or safety issue that has personal relevance.	5.8.2 Select a health or safety issue on which to take a stand.	8.8.2 Analyze data to determine a priority health or safety issue on which to take a stand.	12.8.2 Analyze data to determine a priority health or safety issue on which to take a stand.
		5.8.3 Locate evidence about the health or safety issue.	8.8.3 Research the health or safety issue.	12.8.3 Thoroughly research the health or safety issue.
		5.8.4 Identify groups, or others who advocate for the health issue.	8.8.4 Identify agencies, organizations, or others who advocate for the health issue.	12.8.4 Identify and familiarize self with agencies, organizations, and others who advocate for and against the health issue.

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Standard 8				
Standard 8	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
		5.8.5 Clarify personal beliefs regarding the health or safety issue.	8.8.5 Clarify personal beliefs regarding the health or safety issue.	12.8.5 Clarify personal beliefs regarding the health or safety issue.
		5.8.6 Take a clear health-enhancing stand.	8.8.6 Take a clear health-enhancing stand.	12.8.6 Take a clear health-enhancing stand.
		5.8.7 Use a communication technique to inform others about a health or safety issue.	8.8.7 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.	12.8.7 Use communication techniques to persuade the individual or group to support or act on the 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.	8.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.	12.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.
				12.8.9 Work collaboratively with individuals, agencies and organizations to advocate for the health of self, families, and communities.
				12.8.10 Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.