

Kentucky Academic Standards



Health Education

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Kentucky Academic Standards Health Education

INTRODUCTION

Background

The goal of health education is to provide Kentucky students with the knowledge and skills needed to adopt and maintain healthy lifestyles. According to the Center for Disease Control and Prevention (2017), “research shows a strong connection between healthy behaviors and academic achievement (e.g., grades, standardized tests, graduation rates, attendance).” Skill development, in conjunction with opportunities for creating and reinforcing healthy behaviors, focuses on personal decision-making, goal setting, self-management, interpersonal communication, accessing information, analyzing influences and advocacy. When these skills are combined with foundational health-related information, students are equipped to navigate today’s complex society and lead healthy lifestyles.

Kentucky’s Vision for Students

The Kentucky Board of Education’s (KBE) vision is for each and every student to be empowered and equipped with the knowledge, skills and dispositions to pursue a successful future. This vision, coupled with the following capacity and goal statements of the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. Accordingly, all students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life’s work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

Furthermore, schools shall:

- Expect a high level of achievement from all students;

- Develop their students' abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 - Apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including physical education, to situations they will encounter throughout their lives;
 - Become self-sufficient individuals;
 - Become responsible members of a family, work group or community as well as an effective participant in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources;
- Increase student attendance rates;
Reduce dropout and retention rates;
- Reduce physical and mental health barriers to learning; and
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in [KRS 158:6451](#).

KRS 158.6453 Review of Academic Standards and Assessments

Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or

replacement to ensure alignment with postsecondary readiness standards necessary for global competitiveness and with state career and technical education standards.

The revisions to the content standards shall:

- Focus on critical knowledge, skills and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students, [RM-DoPS2] and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

KRS 158.6453 Drug Awareness and Prevention

The academic standards in practical living skills for elementary, middle and high school levels shall include a focus on drug abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin and synthetic drugs.

KRS 158.301 Schools Encouraged to Educate Students on Risks of Exposure to Ultraviolet Rays

The General Assembly hereby encourages each public school to provide age appropriate education to all students on the risks associated with exposure to ultraviolet rays from natural sunlight and artificial sources.

- (a) The education should be included within the existing health curriculum as required by KRS 156.160(1)(a) and in accordance with the curriculum policy adopted by the school-based decision making council or, if none exists, by the school principal.
- (b) The education should be consistent with guidelines published by world or national health organizations and should include, but not be limited to:
 1. The facts and statistics about skin cancer;
 2. The cause and impact of skin cancer; and
 3. Strategies and behaviors to reduce individual risks for skin cancer.

KRS 158.302 Cardiopulmonary Resuscitation Training Required for High School Students

Every public high school shall provide cardiopulmonary resuscitation training to students as part of the health course or the physical education course that is required for high school graduation or the Junior Reserve Officers Training Corps course that meets the physical education requirement. The training shall:

- (a) Be based on the American Heart Association's Guidelines for CPR and Emergency Cardiovascular Care or other nationally recognized, evidenced based guidelines;
- (b) Incorporate psychomotor skills training to support cognitive learning; and
- (c) Make students aware of the purpose of an automated external defibrillator and its ease and safety of use.

The training does not have to be provided by a certified instructor or result in students being certified in cardiopulmonary resuscitation.

SB 71 (2018) - Inclusion of Abstinence Education in Any Human Sexuality or Sexually Transmitted Diseases Curriculum

If a school council or, if none exists, the principal adopts a curriculum for human sexuality or sexually transmitted diseases, instruction shall include but not be limited to the following content:

- (1) Abstinence from sexual activity is the desirable goal for all school-age children;
- (2) Abstinence from sexual activity is the only certain way to avoid unintended pregnancy, sexually transmitted diseases and other associated health problems; and
- (3) The best way to avoid sexually transmitted diseases and other associated health problems is to establish a permanent mutually faithful monogamous relationship.

704 KAR 8:030 Health Education

Adopts into law the *Kentucky Academic Standards for Health Education*. All elementary and secondary school pupils shall receive organized health education instruction as recorded in the *Kentucky Academic Standards* and in the minimum unit requirements for high school graduation.

WRITERS' VISION STATEMENT

The writing team envisioned standards that would afford students the opportunity to develop the necessary skills to master health literacy. Health literacy is the “degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions” (National Network of Libraries of Medicine). The writers

wanted students to have opportunities to practice the skills needed to access valid and reliable health information, set achievable health goals, make healthy decisions, use products effectively and advocate for their own health.

The KDE provided the following foundational documents to inform the writing team’s work:

- Review of state academic standards documents (Arizona, California, Georgia, Nebraska, Oklahoma, Washington, Washington D.C.).
- Miscellaneous resources from the Center for Disease Control and Prevention
- Miscellaneous resources from the U.S. Library of Medicine

STANDARDS USE AND DEVELOPMENT

The Kentucky Academic Standards (KAS) as Standards, not Curriculum

The *Kentucky Academic Standards for Health Education* outline the minimum content standards Kentucky students should have the opportunity to learn and practice. The standards address what is to be learned and demonstrated but do not address how learning experiences are to be designed, or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate how teachers should design a lesson, what programs or curricula to use or how units should be organized. The standards establish what students should be able to know and demonstrate at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards and assure that appropriate accommodations are made for the diverse populations of students found within Kentucky schools.

Translating the Standards into Curriculum

The KDE does not require specific curriculum or strategies to be used to teach physical education, only the *Kentucky Academic Standards*. In order to meet the specific needs of local student populations, teachers and School-Based Decision Making (SBDM) councils should review regional student health data (Youth Risk Behavior Survey (YRBS), Kentucky Incentives for Prevention (KIP) and Safe Schools), take into consideration effective practices, healthy behavior outcomes (using the Center for Disease Control and Prevention’s (CDC) Health Education Curriculum Analysis Tool (HECAT)) and their own community needs and prioritize content that aligns to the standards.

Local schools and districts then choose to meet those minimum required standards using a locally adopted curriculum. This means that decisions about courses, subjects and content are made at the local level. As educators implement standards, they, along with community members, must guarantee 21st-century readiness that will prepare learners for transition ready. Kentucky students expect a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including anytime/anywhere learning opportunities. The *Kentucky Model Curriculum Framework* serves as a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning and it offers background information and exercises to generate “future-oriented” thinking, while suggesting a process for designing and reviewing the local curriculum.

Organization of the Standards

Health education encompasses eight standards which provide cognitive content to promote healthy lifestyles throughout childhood, adolescence and into adulthood. The practices, listed beside the standard, further explain the health education standard and what students will know and be able to demonstrate as health literate individuals in analyzing influences, accessing valid information, communication, decision-making, goal-setting, health-enhancing behaviors and advocacy. The health education standards are based on grade-level performance indicators that focus on advocacy and accessing valid information to promote health-enhancing behaviors and disease prevention. The health education standards are organized into three different parts: the standards, practices and performance indicators.

How to Read the Kentucky Academic Standards for Health Education

Standard 3	Practices for Communication	Performance Indicators
<p>Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Effective communication enhances personal, family and community health.</p>	<p>K.3.1. Identify effective active listening skills. K.3.2. Identify how to effectively communicate needs, wants and feelings in healthy ways. K.3.3. Identify unwanted, threatening or dangerous situations. K.3.4. Identify trusted adults to talk to if feeling threatened or harmed. K.3.5. Describe positive behaviors used to communicate with others.</p>

Standard →

Practices ↗

Performance Indicators ←

Each of the performance indicators are coded to identify the grade level, standard and indicator being identified.



These eight standards communicate the broader learning of performance indicators that promote and produce health literate students in all grade levels. Standards are the overarching ideas that support reaching the end goal of creating health literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, health education.

The practices provide clarity, direction and understanding for the standards and how they connect to the performance indicators. Performance indicators are the expectation of what students should know and be able to do by the end of each grade level. Performance indicators clearly define grade level expectations that lead to the goal of health literate students.

Standard 1 contains the minimum, age-appropriate content knowledge that should be included in health education instruction. Schools may determine to go above this minimum content knowledge based on local health data. However, simply acquiring knowledge and memorizing information does not lead to healthy behavior outcomes. Students must be given opportunities to practice comprehensive skills-based health education through Standards 2-8.

Supplementary Materials to the Standards

The final set of the *Kentucky Academic Standards for Health Education* are the result of educator involvement and public feedback. Short summaries of each of the appendices are listed below.

Appendix A: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Health Education* and its supporting materials. This document provides definitions and descriptions of these terms.

Appendix B: References

Sources consulted or cited throughout the development and/or revision of the *Kentucky Academic Standards for Health Education*.

Appendix C: Grade Band Progressions

This document is formatted in such a way that the reader can view the cumulative progression for a single standard by grade band.

Kentucky Academic Standards for Health Education Kindergarten

Standard 1	Content Comprehension	Performance Indicators
Students will comprehend content related to health promotion and disease prevention to enhance health.	The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.	<p>K.1.1. Identify family and school rules about the use of medicines.</p> <p>K.1.2. Describe the importance of choosing healthy foods and beverages and identify the benefits of drinking water.</p> <p>K.1.3. Describe the importance of talking with parents and other trusted adults about feelings.</p> <p>K.1.4. Describe the importance of respecting the personal space and boundaries of others.</p> <p>K.1.5. Identify the benefits of personal health care practices.</p> <p>K.1.6. Identify how injuries can be prevented.</p> <p>K.1.7. Identify the benefits of healthy peer and family relationships.</p> <p>K.1.8. Describe the benefits of not using tobacco.</p> <p>K.1.9. Identify safe and unsafe touches.</p> <p>K.1.10. Describe why it is harmful to tease or bully others.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p>K.2.1. Identify people at home and in the community who influence personal health decisions and behaviors.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the	<p>K.3.1. Identify school and community health care helpers.</p> <p>K.3.2. Identify trusted adults who help provide accurate health information.</p>

	prevention, early detection and treatment of health problems.	
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>K.4.1. Identify effective active listening skills.</p> <p>K.4.2. Identify how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>K.4.3. Identify unwanted, threatening or dangerous situations.</p> <p>K.4.4. Identify trusted adults to talk to if feeling threatened or harmed.</p> <p>K.4.5. Describe positive behaviors used to communicate with others.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance healthy behaviors.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>K.5.1. Identify steps needed to make informed decisions.</p> <p>K.5.2. Identify health situations that require decision-making assistance.</p> <p>K.5.3. Identify trusted adults who help make health decisions for you.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance healthy behaviors.	Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.	<p>K.6.1. Identify individual goals for improving health.</p> <p>K.6.2. Identify choices needed to reach a goal.</p> <p>K.6.3. Identify people who can help achieve goals.</p>

Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	K.7.1. Identify personal health habits that promote healthy living. K.7.2. Identify what causes diseases and other health risks.
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	K.8.1. Identify ways to encourage others to be healthy.

**Kentucky Academic Standards for Health Education
Grade 1**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>1.1.1. Explain the harmful effects of medicines when used incorrectly. 1.1.2. Describe the types of foods and beverages that should be limited. 1.1.3. Describe body signals that tell a person when they are hungry and when they are full. 1.1.4. Identify appropriate ways to express and deal with feelings. 1.1.5. Describe the difference between bullying and teasing and why it is harmful. 1.1.6. List ways to prevent harmful effects of the sun. 1.1.7. Identify ways to prevent the spread of disease-causing germs. 1.1.8. Identify people who can help when someone is injured or suddenly ill. 1.1.9. Describe the dangers of experimenting with tobacco. 1.1.10. Explain what to do if someone is being bullied. 1.1.11. Explain why everyone has the right to tell others not to touch his or her body.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
<p>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.</p>	<p>1.2.1. Explain how family influences personal health decisions and behaviors.</p>

Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>1.3.1. Identify roles and responsibilities of school and community health care helpers.</p> <p>1.3.2. Identify trusted adults within your family and the school responsible for keeping you healthy.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>1.4.1. Demonstrate effective active listening skills.</p> <p>1.4.2. Explain how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>1.4.3. Describe appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p>1.4.4. Identify a trusted adult with whom to share needs, wants and feelings.</p> <p>1.4.5. Identify positive behaviors to show concern for others.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>1.5.1. Identify a health-related situation that requires decision-making skills.</p> <p>1.5.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p>1.5.3. Identify types of situations when health-related decisions must be made.</p>

Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>1.6.1. Identify goals for positive physical, mental and emotional health.</p> <p>1.6.2. Identify steps needed to reach a goal.</p> <p>1.6.3. Describe how others can help achieve goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>1.7.1. Describe personal health habits that promote healthy living.</p> <p>1.7.2. Identify and demonstrate ways to prevent the spreading of disease and other health risks.</p> <p>1.7.3. Identify positive health behaviors regarding personal wellness, physical activity and safety.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>1.8.1. Identify healthy behavior choices for self, family and friends.</p>

Kentucky Academic Standards for Health Education
Grade 2

Standard 1	Content Comprehension	Performance Indicators
Students will comprehend content related to health promotion and disease prevention to enhance health.	The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.	<p>2.1.1. Describe how to use medicine correctly</p> <p>2.1.2. Explain what it means to be healthy and how healthy eating and sleeping patterns help the body grow and develop.</p> <p>2.1.3. Identify the benefits of healthy peer and family relationships.</p> <p>2.1.4. Identify safety hazards in the home and the community.</p> <p>2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.</p> <p>2.1.6. Identify short and long-term physical effects of being exposed to tobacco smoke.</p> <p>2.1.7. Explain why inappropriate touches should be reported to a trusted adult.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p>2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>2.3.1. Demonstrate how to locate school, home or community health care helpers to enhance health.</p> <p>2.3.2. Identify trusted adults within the community that provide personal health services.</p>

Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>2.4.1. Demonstrate effective listening and verbal communication skills.</p> <p>2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.</p> <p>2.4.3. Demonstrate appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p>2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.</p> <p>2.4.5. Demonstrate how to communicate care and concern for others.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>2.5.1. Explain the potential outcomes of personal health decisions.</p> <p>2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.</p> <p>2.5.3. Identify how family, peers and media impact health-related decision making.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>2.6.1. Set goals for positive physical, mental and emotional health.</p> <p>2.6.2. Analyze steps needed to reach a health-related goal.</p> <p>2.6.3. Describe people who can support the achievement of health-related goals.</p>

Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>2.7.1. Describe personal responsibility in making healthy life decisions.</p> <p>2.7.2. Describe behaviors that can cause harm to personal wellness.</p> <p>2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.</p> <p>2.8.2. Make a request of others to advocate to improve their personal health.</p>

**Kentucky Academic Standards for Health Education
Grade 3**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>3.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 3.1.2. Identify the amount of water and food from each food group that a child needs daily and describe the benefits of drinking water and eating healthy. 3.1.3. Describe the relationship between feelings and behavior and appropriate ways to express and deal with emotion. 3.1.4. Describe the importance of being aware of one’s own feelings and being sensitive to the feelings of others. 3.1.5. Explain why rest and sleep are important for proper growth and good health. 3.1.6. Describe ways to prevent harmful effects of the sun. 3.1.7. List examples of dangerous or risky behaviors that might lead to injuries. 3.1.8. Identify characteristics of healthy relationships. 3.1.9. Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco products. 3.1.10. Describe what to do if oneself or someone else is being bullied. 3.1.11. Explain that everyone has the right to tell others not to touch his or her body.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
<p>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.</p>	<p>3.2.1. Explain how peers can influence healthy and unhealthy behaviors.</p>

Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>3.3.1. Identify characteristics of valid health information.</p> <p>3.3.2. Identify characteristics of accurate and reliable resources for health information.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.</p> <p>3.4.2. Identify healthy ways to effectively communicate when resolving conflict.</p> <p>3.4.3. Identify refusal skills that avoid or reduce health risks and explain why they are important</p> <p>3.4.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p>3.4.5. Explain the role of empathy and compassion when listening to others.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>3.5.1. Identify the influences family, peers and media have on personal health decisions.</p> <p>3.5.2. Identify health-related situations that might require an informed decision.</p> <p>3.5.3. Identify how community, school, media and technology influence a decision related to personal health.</p>

Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>3.6.1. Set long-term goals for positive physical, mental or emotional health.</p> <p>3.6.2. Establish a long-term plan for achieving goals.</p> <p>3.6.3. Identify resources in the family, school or community that can help with the achievement of health-related goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>3.7.1. Describe the importance of developing positive health habits.</p> <p>3.7.2. Identify behaviors that reduce or prevent health risks of disease and injuries.</p> <p>3.7.3. Explain positive health behaviors related to personal wellness, physical activity and safety.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>3.8.1. State personal beliefs that may improve the health of self and others.</p> <p>3.8.2. Identify factual information needed to advocate to improve the personal health and wellness of others.</p>

**Kentucky Academic Standards for Health Education
Grade 4**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>4.1.1. Identify family and school rules about alcohol use. 4.1.2. Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits. 4.1.3. Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy. 4.1.4. Identify personal stressors at home, in school and with friends. 4.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 4.1.6. List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help. 4.1.7. Describe ways to prevent the spread of germs that cause infectious disease. 4.1.8. Summarize why it is harmful to tease or bully others based on personal characteristics. 4.1.9. Explain the short and long-term physical effects of being exposed to others' tobacco use. 4.1.10. Identify strategies to avoid physical fighting and violence. 4.1.11. Explain the importance of telling an adult if someone is in danger of hurting themselves or others.</p>

Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	4.2.1. Describe how community can support personal health decisions and behaviors.
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	4.3.1. Identify characteristics of valid health information, products and services. 4.3.2. Describe resources from home, school and community that provide valid health products and services.
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors. 4.4.2. Describe healthy ways to manage or resolve conflict. 4.4.3. Describe refusal skills that avoid or reduce health risks. 4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways. 4.4.5. Demonstrate how to communicate support for others.
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	4.5.1. Describe how family, peers and media influence decision-making for personal health. 4.5.2. Explain the essential steps needed to make a health-related decision. 4.5.3. Explain how community, school, media and technology influence a decision related to personal health.

Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>4.6.1. Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.</p> <p>4.6.2. List goals and identify steps needed for achieving goals.</p> <p>4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health related goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>4.7.1. Compare and contrast the short and long-term effects of positive and negative health choices.</p> <p>4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.</p> <p>4.7.3. Interpret why good health habits enhance physical, mental and emotional health.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.</p> <p>4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.</p>

**Kentucky Academic Standards for Health Education
Grade 5**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>5.1.1. Identify short and long-term effects of alcohol use. 5.1.2. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium and explain the concept of eating in moderation. 5.1.3. List physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety. 5.1.4. Explain the difference between infectious and non-infectious diseases, as well as how to prevent and treat them. 5.1.5. Describe safety precautions for playing and working outdoors in different kinds of weather and climates. 5.1.6. Describe basic male and female reproductive body parts and their functions as well as the physical, social and emotional changes that occur during puberty. 5.1.7. Explain that tobacco use is an addiction that can be treated. 5.1.8. Explain why it is harmful to tease or bully others based on personal characteristics and describe examples of pro-social behaviors that help prevent violence.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
<p>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.</p>	<p>5.2.1. Analyze how media influences thoughts and feelings concerning health behaviors.</p>

Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>5.3.1. Evaluate resources from school, home and community that provide valid health information.</p> <p>5.3.2. Analyze the influences of family, culture, media and technology when accessing valid health information.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>5.4.1. Demonstrate verbal and non-verbal communication skills to enhance healthy behaviors for self and others.</p> <p>5.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>5.4.3. Demonstrate effective refusal skills that avoid or reduce health risks.</p> <p>5.4.4. Demonstrate how to effectively ask for help in order to reduce physical, mental or emotional health risks.</p> <p>5.4.5. Demonstrate how to communicate empathy and support for someone.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>5.5.1. Demonstrate decision-making skills needed to avoid unhealthy choices.</p> <p>5.5.2. Analyze when assistance is, or is not, needed in making a health-related decision.</p> <p>5.5.3. Demonstrate how community, school, media and technology influence a decision related to personal health.</p>

Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>5.6.1. Analyze and revise, if needed, long-term goals to include positive physical, mental or emotional health.</p> <p>5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.</p> <p>5.6.3. Analyze lifestyles, skills and resources to determine the effect they will have on the achievement and/or maintenance of long-term personal goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>5.7.1. Analyze personal health practices and set goals to practice positive behaviors that affect physical, mental and emotional health.</p> <p>5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis.</p> <p>5.7.3. Describe health-enhancing practices and behaviors for physical, mental and emotional health.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>5.8.1. Persuade others to engage in healthy behaviors through conversations, presentations and interactive media, using school and community resources.</p> <p>5.8.2. Demonstrate how to advocate for others to make positive behavior choices to improve personal health and wellness.</p>

**Kentucky Academic Standards for Health Education
Grade 6**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>6.1.3. Explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating.</p> <p>6.1.4. Discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings.</p> <p>6.1.5. Summarize the benefits of good hygiene practices.</p> <p>6.1.6. Explain the difference between infectious, noninfectious, acute and chronic diseases.</p> <p>6.1.7. Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>6.1.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>6.1.9. Describe conception and its relationship to the menstrual cycle and describe why sexual abstinence is the most effective risk avoidance method of protection from HIV, other STDs and pregnancy.</p> <p>6.1.10. Describe short- and long- term physical effects of using tobacco.</p>

		<p>6.1.11. Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.</p> <p>6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>6.1.13. Describe how the presence of weapons increases the risk of serious violent injuries.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p>6.2.1. Describe how culture influences personal health decisions and behaviors.</p> <p>6.2.2. Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>6.3.1. Describe health-related situations that call for professional services.</p> <p>6.3.2. Identify and determine the availability of valid and reliable personal health and wellness products.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>6.4.2. Describe how to ask for assistance to enhance the health of self and others.</p> <p>6.4.3. Explain how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>6.4.4. Explain effective conflict management and/or resolution strategies.</p>

Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>6.5.1. Recognize healthy options when making a decision about health-related issues or problems.</p> <p>6.5.2. Describe how to use a decision-making process to avoid harmful behaviors.</p> <p>6.5.3. Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>6.6.1. Identify strategies and skills needed to attain personal health goals.</p> <p>6.6.2. Recognize how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>6.6.3. Assess personal health practices and create a goal to maintain or improve personal health practices.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>

Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>6.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>6.8.2. Describe how to influence and support others to make positive behavior choices to improve personal health and wellness.</p>

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**Kentucky Academic Standards for Health Education
Grade 7**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.1.3. Explain the similarities and differences among nutrients regarding nutritional value and food sources.</p> <p>7.1.4. Describe major chronic diseases and their relationship to what people eat and their physical activity level.</p> <p>7.1.5. Explain the importance of a positive body image.</p> <p>7.1.6. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.</p> <p>7.1.7. Explain causes and effects of stress.</p> <p>7.1.8. Explain the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>7.1.9. Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.</p> <p>7.1.10. Explain why individuals have the right to refuse sexual contact.</p> <p>7.1.11. Explain signs, symptoms transmission and prevention of the most common STDs.</p> <p>7.1.12. Describe the social, economic and cosmetic consequences of tobacco use.</p> <p>7.1.13. Describe examples of dangerous or risky behaviors that might lead to injuries.</p>

		7.1.14. Describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	7.2.1. Explain how personal values and beliefs can affect personal health and behaviors. 7.2.2. Research and demonstrate how sharing or posting personal information electronically can or has negatively impacted the mental/emotional health, social health and/or safety of self and others.
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	7.3.1. Compare and contrast health-related situations that call for professional services. 7.3.2. Analyze the availability of valid and reliable health information, services and products.
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	7.4.1. Analyze effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors and relationships. 7.4.2. Demonstrate how to ask for assistance to enhance the health of self and others. 7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks. 7.4.4. Determine how to use effective conflict management and/or resolution strategies.

Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>7.5.1. Describe healthy options when making a decision about health-related issues or problems.</p> <p>7.5.2. Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.</p> <p>7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>7.6.1. Describe strategies and skills needed to attain personal health goals.</p> <p>7.6.2. Compare and contrast how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>7.6.3. Set a goal to maintain or improve personal health and/or wellness-related behaviors.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>7.7.1. Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>7.7.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.</p>

Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>7.8.1. Express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>7.8.2. Demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness.</p>

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**Kentucky Academic Standards for Health Education
Grade 8**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>8.1.2. Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</p> <p>8.1.3. Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p>8.1.4. Explain the benefits of living in a diverse society.</p> <p>8.1.5. Differentiate healthy and unhealthy relationships.</p> <p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.7. Explain climate-related physical conditions that affect personal safety.</p> <p>8.1.8. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.10. Describe usual signs and symptoms of common STDs.</p> <p>8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and</p>

		<p>describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p>8.2.1. Examine how school rules, public health policies and laws can influence personal health and behaviors.</p> <p>8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>8.3.1. Explain health-related situations that call for professional prevention or intervention services.</p> <p>8.3.2. Investigate and analyze valid and reliable health-related products and services.</p> <p>8.3.3. Locate and access valid and reliable personal health and wellness information from home, school or the community.</p>

Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>8.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>8.4.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>8.4.4. Demonstrate effective conflict management and/or resolution strategies.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>8.5.1. Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p>8.5.2. Analyze healthy options when making a decision about health-related issues or problems.</p> <p>8.5.3. Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>8.6.1. Apply strategies and skills needed to attain personal health goals.</p> <p>8.6.2. Explain how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>8.6.3. Set and implement a goal that maintains or improves personal health and/or wellness-related behaviors.</p>

Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p> <p>8.7.2. Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>8.8.1. Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>8.8.2. Design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness.</p>

**Kentucky Academic Standards for Health Education
High School**

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>HS.1.1. Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines. HS.1.2. Describe the harmful effects of binge drinking. HS.1.3. Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss. HS.1.4. Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks. HS.1.6. Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs. HS.1.7. Describe the relationship between diet and chronic diseases. HS.1.8. Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs. HS.1.9. Summarize how to make healthy food selections when dining out. HS.1.10. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. HS.1.11. Analyze the interrelationship of physical, mental, emotional, social and spiritual health. HS.1.12. Evaluate effective strategies for dealing with stress. HS.1.13. Determine when to seek help for mental and emotional health problems. HS.1.14. Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.</p>

		<p>HS.1.15. Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.</p> <p>HS.1.16. Analyze the benefits of rest and sleep.</p> <p>HS.1.17. Summarize personal strategies for minimizing potential harm from sun exposure.</p> <p>HS.1.18. Summarize important health screenings, immunizations, checkups and examinations to maintain good health. HS.1.19. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>HS.1.20. Explain accepted procedures for basic emergency care and lifesaving, including CPR.</p> <p>HS.1.21. Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.</p> <p>HS.1.22. Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>HS.1.23. Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>HS.1.24. Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.</p> <p>HS.1.25. Summarize the relationship between the menstrual cycle and conception.</p> <p>HS.1.26. Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.</p> <p>HS.1.27. Describe the increased risks associated with having multiple sexual partners including serial monogamy.</p>
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Standard 2	Practices for Analyzing Influences	Performance Indicators

Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p>HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.</p> <p>HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.</p> <p>HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.</p> <p>HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>HS.3.1. Evaluate the validity, reliability and accessibility of health information, products and services.</p> <p>HS.3.2. Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HS.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications.</p> <p>HS.4.3. Choose healthy ways to express affection within relationships.</p> <p>HS.4.4. Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p>

Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.</p> <p>HS.5.2. Determine when professional treatment or services are needed for unhealthy behaviors.</p> <p>HS.5.3. Determine when to access professional safety and injury prevention information, services and/or products.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.</p> <p>HS.6.2. Use goal-setting strategies to develop realistic short- and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.</p> <p>HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>HS.7.1. Analyze the role of individual versus societal responsibility for health-related behaviors.</p> <p>HS.7.2. Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.</p> <p>HS.7.3. Design and implement a plan to model healthy physical and emotional health behaviors.</p> <p>HS.7.4. Describe various practices to enhance personal safety.</p> <p>HS.7.5. Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.</p> <p>HS.7.6. Explain the importance of preventative health care necessary to maintain overall wellness.</p>

Standard 8	Practices for Advocating	Performance Indicators
<p>Advocate for personal, family and community health.</p>	<p>Advocacy skills help students promote healthy norms and healthy behaviors.</p>	<p>HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.</p> <p>HS.8.2. Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.</p> <p>HS.8.3. Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity and/or disabilities.</p> <p>HS.8.4. Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others.</p>

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Appendix A: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Health Education* and its supporting materials. This document provides definitions and descriptions of these terms.

Healthy Behavior Outcomes: the anticipated or expected health behaviors that should guide the development and delivery of pre-K-12 school health education.

Health Education Curriculum Analysis Tool (HECAT): a resource that provides guidance and tools to improve curriculum selection and development.

Health Literacy: the degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.

National Health Education Standards: written expectations for what students be able to do by grades 2, 5, 8 and 12 to promote personal, family and community health. The standards provide a framework for curriculum development and selection, instruction and assessment of student knowledge and skills in health education.

Appendix B: References

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Appendix C: Progressions

Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.
Content Expression: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.
Performance Indicators:
<p>K.1.1. Identify family and school rules about the use of medicines.</p> <p>K.1.2. Describe the importance of choosing healthy foods and beverages and identify the benefits of drinking water.</p> <p>K.1.3. Describe the importance of talking with parents and other trusted adults about feelings.</p> <p>K.1.4. Describe the importance of respecting the personal space and boundaries of others.</p> <p>K.1.5. Identify the benefits of personal health care practices.</p> <p>K.1.6. Identify how injuries can be prevented.</p> <p>K.1.7. Identify the benefits of healthy peer and family relationships.</p> <p>K.1.8. Describe the benefits of not using tobacco.</p> <p>K.1.9. Identify safe and unsafe touches.</p> <p>K.1.10. Describe why it is harmful to tease or bully others.</p>
<p>1.1.12. Explain the harmful effects of medicines when used incorrectly.</p> <p>1.1.13. Describe the types of foods and beverages that should be limited.</p> <p>1.1.14. Describe body signals that tell a person when they are hungry and when they are full.</p> <p>1.1.15. Identify appropriate ways to express and deal with feelings.</p> <p>1.1.16. Describe the difference between bullying and teasing and why it is harmful.</p> <p>1.1.17. List ways to prevent harmful effects of the sun.</p> <p>1.1.18. Identify ways to prevent the spread of disease-causing germs.</p> <p>1.1.19. Identify people who can help when someone is injured or suddenly ill.</p> <p>1.1.20. Describe the dangers of experimenting with tobacco.</p> <p>1.1.21. Explain what to do if someone is being bullied.</p> <p>1.1.22. Explain why everyone has the right to tell others not to touch his or her body.</p>
<p>2.1.1. Describe how to use medicine correctly</p> <p>2.1.2. Explain what it means to be healthy and how healthy eating and sleeping patterns help the body grow and develop.</p> <p>2.1.3. Identify the benefits of healthy peer and family relationships.</p> <p>2.1.4. Identify safety hazards in the home and the community.</p>

<p>2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.</p> <p>2.1.6. Identify short and long-term physical effects of being exposed to tobacco smoke.</p> <p>2.1.7. Explain why inappropriate touches should be reported to a trusted adult.</p>
<p>3.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines.</p> <p>3.1.2. Identify the amount of water and food from each food group that a child needs daily and describe the benefits of drinking water and eating healthy.</p> <p>3.1.3. Describe the relationship between feelings and behavior and appropriate ways to express and deal with emotion.</p> <p>3.1.4. Describe the importance of being aware of one’s own feelings and being sensitive to the feelings of others.</p> <p>3.1.5. Explain why rest and sleep are important for proper growth and good health.</p> <p>3.1.6. Describe ways to prevent harmful effects of the sun.</p> <p>3.1.7. List examples of dangerous or risky behaviors that might lead to injuries.</p> <p>3.1.8. Identify characteristics of healthy relationships.</p> <p>3.1.9. Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco products.</p> <p>3.1.10. Describe what to do if oneself or someone else is being bullied.</p>
<p>4.1.1. Identify family and school rules about alcohol use.</p> <p>4.1.2. Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits.</p> <p>4.1.3. Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy.</p> <p>4.1.4. Identify personal stressors at home, in school and with friends.</p> <p>4.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.</p> <p>4.1.6. List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help.</p> <p>4.1.7. Describe ways to prevent the spread of germs that cause infectious disease.</p> <p>4.1.8. Summarize why it is harmful to tease or bully others based on personal characteristics.</p>
<p>5.1.1. Identify short and long-term effects of alcohol use.</p> <p>5.1.2. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium and explain the concept of eating in moderation.</p> <p>5.1.3. List physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety.</p> <p>5.1.4. Explain the difference between infectious and non-infectious diseases, as well as how to prevent and treat them.</p> <p>5.1.5. Describe safety precautions for playing and working outdoors in different kinds of weather and climates.</p>

<p>5.1.6. Describe basic male and female reproductive body parts and their functions as well as the physical, social and emotional changes that occur during puberty.</p> <p>5.1.7. Explain that tobacco use is an addiction that can be treated.</p> <p>5.1.8. Explain why it is harmful to tease or bully others based on personal characteristics and describe examples of pro-social behaviors that help prevent violence.</p>
<p>6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>6.1.3. Explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating.</p> <p>6.1.4. Discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings.</p> <p>6.1.5. Summarize the benefits of good hygiene practices.</p> <p>6.1.6. Explain the difference between infectious, noninfectious, acute and chronic diseases.</p> <p>6.1.7. Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>6.1.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>6.1.9. Describe conception and its relationship to the menstrual cycle and describe why sexual abstinence is the most effective risk avoidance method of protection from HIV, other STDs and pregnancy.</p> <p>6.1.10. Describe short- and long- term physical effects of using tobacco.</p> <p>6.1.11. Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.</p> <p>6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>6.1.13. Describe how the presence of weapons increases the risk of serious violent injuries.</p>
<p>7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.1.3. Explain the similarities and differences among nutrients regarding nutritional value and food sources.</p> <p>7.1.4. Describe major chronic diseases and their relationship to what people eat and their physical activity level.</p> <p>7.1.5. Explain the importance of a positive body image.</p>

<p>7.1.6. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.</p> <p>7.1.7. Explain causes and effects of stress.</p> <p>7.1.8. Explain the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>7.1.9. Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.</p> <p>7.1.10. Explain why individuals have the right to refuse sexual contact.</p> <p>7.1.11. Explain signs, symptoms transmission and prevention of the most common STDs.</p> <p>7.1.12. Describe the social, economic and cosmetic consequences of tobacco use.</p> <p>7.1.13. Describe examples of dangerous or risky behaviors that might lead to injuries.</p> <p>7.1.14. Describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p>
<p>8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>8.1.2. Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</p> <p>8.1.3. Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p>8.1.4. Explain the benefits of living in a diverse society.</p> <p>8.1.5. Differentiate healthy and unhealthy relationships.</p> <p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.7. Explain climate-related physical conditions that affect personal safety.</p> <p>8.1.8. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.10. Describe usual signs and symptoms of common STDs.</p> <p>8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>
<p>HS.1.1. Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.</p>

- HS.1.2.** Describe the harmful effects of binge drinking.
- HS.1.3.** Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss.
- HS.1.4.** Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.
- HS.1.6.** Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.
- HS.1.7.** Describe the relationship between diet and chronic diseases.
- HS.1.8.** Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.
- HS.1.9.** Summarize how to make healthy food selections when dining out.
- HS.1.10.** Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.
- HS.1.11.** Analyze the interrelationship of physical, mental, emotional, social and spiritual health.
- HS.1.12.** Evaluate effective strategies for dealing with stress.
- HS.1.13.** Determine when to seek help for mental and emotional health problems.
- HS.1.14.** Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.
- HS.1.15.** Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.
- HS.1.16.** Analyze the benefits of rest and sleep.
- HS.1.17.** Summarize personal strategies for minimizing potential harm from sun exposure.
- HS.1.18.** Summarize important health screenings, immunizations, checkups and examinations to maintain good health. **HS.1.19.** Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.
- HS.1.20.** Explain accepted procedures for basic emergency care and lifesaving, including CPR.
- HS.1.21.** Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.
- HS.1.22.** Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
- HS.1.23.** Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.
- HS.1.24.** Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.

- HS.1.25.** Summarize the relationship between the menstrual cycle and conception.
- HS.1.26.** Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.
- HS.1.27.** Describe the increased risks associated with having multiple sexual partners including serial monogamy.
- HS.1.28.** Analyze situations that could lead to being pressured to having sex.
- HS.1.29.** Explain why it is harmful to trick, threaten, or coerce another person into having sex.
- HS.1.30.** Analyze the emotional, social, physical and financial effects of being a teen parent.
- HS.1.31.** Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.
- HS.1.32.** Evaluate the financial costs of tobacco use to the individual and society.
- HS.1.33.** Summarize non-violent ways to respond to stress when angry or upset.
- HS.1.34.** Analyze why it is important to understand the perspectives of others in resolving a conflict situation.
- HS.1.35.** Analyze the relationship between using alcohol and other drugs and violence and
- HS.1.36.** Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.
- HS.1.37.** Explain why rape and sexual assault should be reported to a trusted adult.
- HS.1.38.** Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
- HS.1.39.** Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- HS.1.40.** Explain when to seek help for mental health problems that contribute to violence.

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Practices for Analyzing Influences: Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.
Performance Indicators:
K.2.1. Identify people at home and in the community who influence personal health decisions and behaviors.
1.2.1. Explain how family influences personal health decisions and behaviors.
2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.
3.2.1. Explain how peers can influence healthy and unhealthy behaviors.
4.2.1. Describe how community can support personal health decisions and behaviors.
5.2.1. Analyze how media influences thoughts and feelings concerning health behaviors.
6.2.1. Describe how culture influences personal health decisions and behaviors.
6.2.2. Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.
7.2.1. Explain how personal values and beliefs can affect personal health and behaviors.
7.2.2. Research and demonstrate how sharing or posting personal information electronically can or has negatively impacted the mental/emotional health, social health and/or safety of self and others
8.2.1. Examine how school rules, public health policies and laws can influence personal health and behaviors.
8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.
HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.
HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.
HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.
HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.

Standard 3: Access valid information, products and services to enhance health
Practices for Accessing Valid Information: Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.
Performance Indicators:
K.3.1. Identify school and community health care helpers.
K.3.2. Identify trusted adults who help provide accurate health information.
1.3.1. Identify roles and responsibilities of school and community health care helpers.
1.3.2. Identify trusted adults within your family and the school responsible for keeping you healthy.
2.3.1. Demonstrate how to locate school, home or community health care helpers to enhance health.
2.3.2. Identify trusted adults within the community that provide personal health services.
3.3.1. Identify characteristics of valid health information.
3.3.2. Identify characteristics of accurate and reliable resources for health information.
4.3.1. Identify characteristics of valid health information, products and services.
4.3.2. Describe resources from home, school and community that provide valid health products and services.
5.3.1. Evaluate resources from school, home and community that provide valid health information.
5.3.2. Analyze the influences of family, culture, media and technology when accessing valid health information.
6.3.1. Describe health-related situations that call for professional services.
6.3.2. Identify and determine the availability of valid and reliable personal health and wellness products.
7.3.1. Compare and contrast health-related situations that call for professional services.
7.3.2. Analyze the availability of valid and reliable health information, services and products.
8.3.1. Explain health-related situations that call for professional prevention or intervention services.
8.3.2. Investigate and analyze valid and reliable health-related products and services.
8.3.3. Locate and access valid and reliable personal health and wellness information from home, school or the community.
HS.3.1. Evaluate the validity, reliability and accessibility of health information, products and services.
HS.3.2. Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.

Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.
Practices for Communication: Effective communication enhances personal, family and community health.
Performance Indicators:
<p>K.4.1. Identify effective active listening skills.</p> <p>K.4.2. Identify how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>K.4.3. Identify unwanted, threatening or dangerous situations.</p> <p>K.4.4. Identify trusted adults to talk to if feeling threatened or harmed.</p> <p>K.4.5. Describe positive behaviors used to communicate with others.</p>
<p>1.4.1. Demonstrate effective active listening skills.</p> <p>1.4.2. Explain how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>1.4.3. Describe appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p>1.4.4. Identify a trusted adult with whom to share needs, wants and feelings.</p> <p>1.4.5. Identify positive behaviors to show concern for others.</p>
<p>2.4.1. Demonstrate effective listening and verbal communication skills.</p> <p>2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.</p> <p>2.4.3. Demonstrate appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p>2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.</p> <p>2.4.5. Demonstrate how to communicate care and concern for others.</p>
<p>3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.</p> <p>3.4.2. Identify healthy ways to effectively communicate when resolving conflict.</p> <p>3.4.3. Identify refusal skills that avoid or reduce health risks and explain why they are important</p> <p>3.4.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p>3.4.5. Explain the role of empathy and compassion when listening to others.</p>
<p>4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.</p> <p>4.4.2. Describe healthy ways to manage or resolve conflict.</p> <p>4.4.3. Describe refusal skills that avoid or reduce health risks.</p> <p>4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>4.4.5. Demonstrate how to communicate support for others</p>
<p>5.4.1. Demonstrate verbal and non-verbal communication skills to enhance healthy behaviors for self and others.</p> <p>5.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>5.4.3. Demonstrate effective refusal skills that avoid or reduce health risks.</p>

<p>5.4.4. Demonstrate how to effectively ask for help in order to reduce physical, mental or emotional health risks.</p> <p>5.4.5. Demonstrate how to communicate empathy and support for someone.</p>
<p>6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>6.4.2. Describe how to ask for assistance to enhance the health of self and others.</p> <p>6.4.3. Explain how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>6.4.4. Explain effective conflict management and/or resolution strategies.</p>
<p>7.4.1. Analyze effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors and relationships.</p> <p>7.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>7.4.4. Determine how to use effective conflict management and/or resolution strategies.</p>
<p>8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>8.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>8.4.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>8.4.4. Demonstrate effective conflict management and/or resolution strategies</p>
<p>HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HS.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications.</p> <p>HS.4.3. Choose healthy ways to express affection within relationships.</p> <p>HS.4.4. Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p>

Standard 5: Use decision-making skills to enhance healthy behaviors.
Practices for Decision-Making: Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.
Performance Indicators:
K.5.1. Identify steps needed to make informed decisions.
K.5.2. Identify health situations that require decision-making assistance.
K.5.3. Identify trusted adults who help make health decisions for you.
1.5.1. Identify a health-related situation that requires decision-making skills.
1.5.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
1.5.3. Identify types of situations when health-related decisions must be made.
2.5.1. Explain the potential outcomes of personal health decisions.
2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.
2.5.3. Identify how family, peers and media impact health-related decision making
3.5.1. Identify the influences family, peers and media have on personal health decisions.
3.5.2. Identify health-related situations that might require an informed decision.
3.5.3. Identify how community, school, media and technology influence a decision related to personal health.
4.5.1. Describe how family, peers and media influence decision-making for personal health.
4.5.2. Explain the essential steps needed to make a health-related decision.
4.5.3. Explain how community, school, media and technology influence a decision related to personal health.
5.5.1. Demonstrate decision-making skills needed to avoid unhealthy choices.
5.5.2. Analyze when assistance is, or is not, needed in making a health-related decision.
5.5.3. Demonstrate how community, school, media and technology influence a decision related to personal health.
6.5.1. Recognize healthy options when making a decision about health-related issues or problems.
6.5.2. Describe how to use a decision-making process to avoid harmful behaviors.
6.5.3. Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.
7.5.1. Describe healthy options when making a decision about health-related issues or problems.
7.5.2. Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.
7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.
8.5.1. Predict when health-related situations require the application of a thoughtful decision-making process.
8.5.2. Analyze healthy options when making a decision about health-related issues or problems.
8.5.3. Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.
HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.

HS.5.2. Determine when professional treatment or services are needed for unhealthy behaviors.

HS.5.3. Determine when to access professional safety and injury prevention information, services and/or products.

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Standard 6: Use goal-setting skills to enhance healthy behaviors.
Practices for Goal-Setting: Goal setting skills are essential to help Kentucky students identify, adopt and maintain healthy behaviors.
Performance Indicators:
K.6.1. Identify individual goals for improving health.
K.6.2. Identify choices needed to reach a goal.
K.6.3. Identify people who can help achieve goals.
1.6.1. Identify goals for positive physical, mental and emotional health.
1.6.2. Identify steps needed to reach a goal.
1.6.3. Describe how others can help achieve goals.
2.6.1. Set goals for positive physical, mental and emotional health.
2.6.2. Analyze steps needed to reach a health-related goal.
2.6.3. Describe people who can support the achievement of health-related goals.
3.6.1. Set long-term goals for positive physical, mental or emotional health.
3.6.2. Establish a long-term plan for achieving goals.
3.6.3. Identify resources in the family, school or community that can help with the achievement of health-related goals.
4.6.1. Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.
4.6.2. List goals and identify steps needed for achieving goals.
4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health related goals.
5.6.1. Analyze and revise, if needed, long-term goals to include positive physical, mental or emotional health.
5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.
5.6.3. Analyze lifestyles, skills and resources to determine the effect they will have on the achievement and/or maintenance of long-term personal goals.
6.6.1. Identify strategies and skills needed to attain personal health goals.
6.6.2. Recognize how personal health goals can vary with changing abilities, priorities and responsibilities.
6.6.3. Assess personal health practices and create a goal to maintain or improve personal health practices.
7.6.1. Describe strategies and skills needed to attain personal health goals.
7.6.2. Compare and contrast how personal health goals can vary with changing abilities, priorities and responsibilities.
7.6.3. Set a goal to maintain or improve personal health and/or wellness-related behaviors.
8.6.1. Apply strategies and skills needed to attain personal health goals.

<p>8.6.2. Explain how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>8.6.3. Set and implement a goal that maintains or improves personal health and/or wellness-related behaviors.</p>
<p>HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.</p> <p>HS.6.2. Use goal-setting strategies to develop realistic short- and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.</p> <p>HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>

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Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks.
Practices for Health-Enhancing Behaviors: Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.
Performance Indicators:
K.7.1. Identify personal health habits that promote healthy living. K.7.2. Identify what causes diseases and other health risks.
1.7.1. Describe personal health habits that promote healthy living. 1.7.2. Identify and demonstrate ways to prevent the spreading of disease and other health risks. 1.7.3. Identify positive health behaviors regarding personal wellness, physical activity and safety.
2.7.1. Describe personal responsibility in making healthy life decisions. 2.7.2. Describe behaviors that can cause harm to personal wellness. 2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.
3.7.1. Describe the importance of developing positive health habits. 3.7.2. Identify behaviors that reduce or prevent health risks of disease and injuries. 3.7.3. Explain positive health behaviors related to personal wellness, physical activity and safety.
4.7.1. Compare and contrast the short and long-term effects of positive and negative health choices. 4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries. 4.7.3. Interpret why good health habits enhance physical, mental and emotional health.
5.7.1. Analyze personal health practices and set goals to practice positive behaviors that affect physical, mental and emotional health. 5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis. 5.7.3. Describe health-enhancing practices and behaviors for physical, mental and emotional health.
6.7.1. Recognize positive health and wellness-related behaviors. 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.
7.7.1. Explain the importance of being responsible for personal health and wellness-related behaviors. 7.7.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.
8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks. 8.7.2. Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.
HS.7.1. Analyze the role of individual versus societal responsibility for health-related behaviors.

HS.7.2. Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.

HS.7.3. Design and implement a plan to model healthy physical and emotional health behaviors.

HS.7.4. Describe various practices to enhance personal safety.

HS.7.5. Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.

HS.7.6. Explain the importance of preventative health care necessary to maintain overall wellness.

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Standard 8: Advocate for personal, family and community health.
Practices for Advocating: Advocacy skills help students promote healthy norms and healthy behaviors.
Performance Indicators:
K.8.1. Identify ways to encourage others to be healthy.
1.8.1. Identify healthy behavior choices for self, family and friends.
2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.
2.8.2. Make a request of others to advocate to improve their personal health.
3.8.1. State personal beliefs that may improve the health of self and others.
3.8.2. Identify factual information needed to advocate to improve the personal health and wellness of others.
4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.
4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.
5.8.1. Persuade others to engage in healthy behaviors through conversations, presentations and interactive media, using school and community resources.
5.8.2. Demonstrate how to advocate for others to make positive behavior choices to improve personal health and wellness.
6.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
6.8.2. Describe how to influence and support others to make positive behavior choices to improve personal health and wellness.
7.8.1. Express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
7.8.2. Demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness.
8.8.1. Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
8.8.2. Design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness.
HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.
HS.8.2. Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.
HS.8.3. Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity and/or disabilities.

HS.8.4. Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others.

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