



Kentucky Department of

Our Children,

Our Commonwealth

Education



Kentucky Academic Standards for Health Education and Physical Education

Kentucky Board of Education Meeting
August 2018

April 11, 2018

Standards and Regulation

- **704 KAR 8:030: Kentucky Academic Standards for Health Education.**
- **704 KAR 8:050: Kentucky Academic Standards for Physical Education.**
- **These administrative regulations adopt into law the *Kentucky Academic Standards for Health Education and the Kentucky Academic Standards for Physical Education.***



Timeline

- June 2017
 - Applications for writers open and selected committee members were notified
- July – October 2017
 - Advisory Panels and the Revision Development Committee met and drafted revised standards
- November 2017
 - Public comment period opened for feedback sought on proposed revised standards
- December 2017
 - Public comment period closed for feedback sought on proposed draft standards. APs and RDC met to make revisions based on public comment.
- January – March 2018
 - A variety of stakeholders provided feedback on the proposed revised standards.
- April 2018
 - A smaller group of AP and RDC members met to make revisions.
- May 2018
 - A focus group was convened and provided input to make final revisions.



Kentucky Academic Standards for Health Education



Writers' Vision

- 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.



How to read the Kentucky Academic Standards for Health Education



Standard 3	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.3.1. Identify effective active listening skills.</p> <p>K.3.2. Identify how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>K.3.3. Identify unwanted, threatening or dangerous situations.</p> <p>K.3.4. Identify trusted adults to talk to if feeling threatened or harmed.</p> <p>K.3.5. Describe positive behaviors used to communicate with others.</p>

Standard



Practices



Performance Indicators



How to read the Kentucky Academic Standards for Health Education



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



Differences

- ▶ **Grade level vs. grade band**
- ▶ **Aligned closer to evidence-based research**
- ▶ **Skills based vs. primarily content based**
- ▶ **More flexibility in content taught**



Differences

- ▶ **Eight total standards**
- ▶ **Standard 1 is the minimum, age-appropriate content knowledge students should acquire**
- ▶ **Standards 2-8 are skills students should be able to demonstrate to become health literate individuals**



Kentucky Academic Standards for Physical Education



Writers' Vision

- ▶ The writing team collectively envisioned physical education standards that afford each child the opportunity to become physically literate. Due to the importance of helping students understand the benefits of living a healthy lifestyle, that promotes personal development, the writers of these standards feel schools and teachers should strive to enhance student competence and confidence, in a wide variety of physically active environments, in order to generate a conceptual foundation for student development.
- ▶ The writers constructed standards that allow teachers the autonomy to successfully convey the benefits of regular physical activity in tandem with the skills needed to sustain lifelong health and wellness. While the standards afford schools the flexibility to design curriculum that best meets the needs of their students, the writers of the physical education standards explicitly attempted to outline learning experiences that ultimately contribute to each students' well-being.



How to Read the Kentucky Academic Standards for Physical Education



Standard

Practice

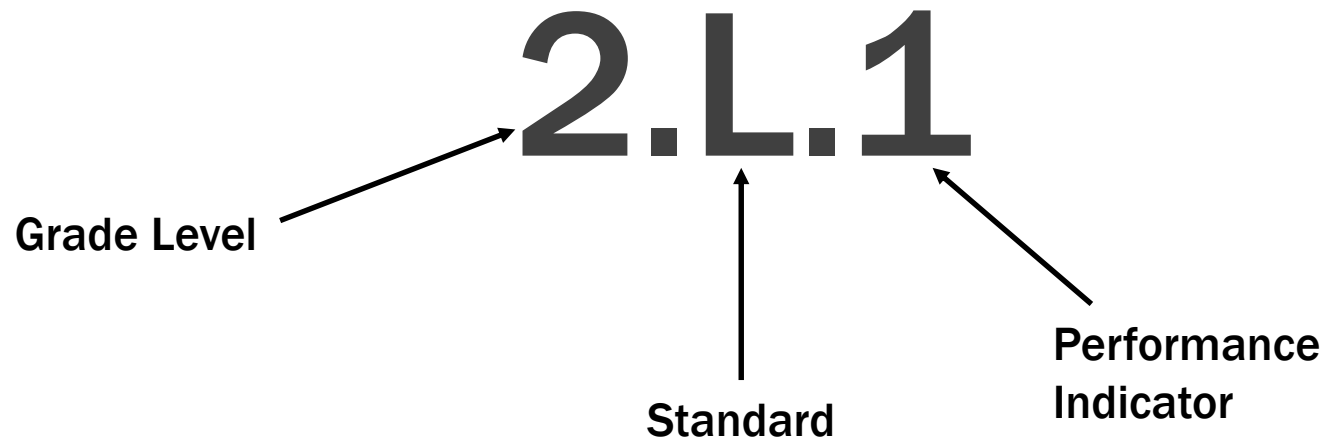
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	K.1.L1. Explore a variety of locomotor movements, travelling in different directions.
Non-Locomotor	K.1.NL1. Explore non-locomotor skills, using different body parts.
Body Management	K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.1.BM2. Transfer weight from one foot to the other.
Manipulative Skills	K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2.</i>

Performance Indicator

How to Read the Kentucky Academic Standards for Physical Education



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



Differences

- ▶ Grade level vs. grade band
- ▶ Aligned closer to evidence-based research
- ▶ Performance indicators focused on demonstration vs. identifying
- ▶ Standards, practices and performance indicators designed to develop physically literate students
- ▶ Five total standards

