

**Standard 1 - Students will comprehend content related to health promotion and disease prevention to enhance health.**

**Rationale:** The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth. This standard includes essential content based on established health behavior theories and models and includes both health promotion and risk reduction.

<u>Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
Identify the difference between prescription and over the counter medicines.	Describe the appropriate use of medicine.	Explain the effects and risks associated with the inappropriate use of medicines.	Identify the rules regarding alcohol use.	Describe the use and misuse of alcohol.	Identify short and long term effects of alcohol use.
Identify the rules regarding the use of tobacco and medicines.	Identify the short term effects of tobacco use.	Identify personal health habits that prevent and reduce the spread of disease	Identify the long term effects of tobacco use.	Categorize drug use into illegal and illicit drugs	Explain the effects and risks of using illicit drugs.
Identify personal health habits that prevent and reduce the spread of disease	Describe personal health habits that prevent and reduce the spread of disease.	Explain the reasons for regular visits to health care providers	Define addiction.	Categorize the symptoms of communicable versus non-communicable diseases.	Identify characteristics of addiction in alcohol, tobacco and other drugs
Identify how individuals grow and develop differently.	Arrange the proper steps for treating a wound to reduce chances of infection	Explain symptoms that occur when a person is sick	Explain the impact of using household products inappropriately	Identify various body systems that defend against pathogens	Identify the treatments of communicable and non-communicable diseases.
Identify different ways germs are transmitted and how to prevent the spread of germs.	Explain how individuals grow and develop differently	Explain the effects and risks associated with the use of tobacco products.	Identify communicable and non-communicable diseases.	Explain why growth and development are unique to each individual	Demonstrate growth and development during puberty
Define stress.	Identify stress management skills.	Explain harmful household products	Demonstrate how individuals grow and develop differently.	Identify personal stressors.	Compare and contrast ways to manage personal stress (e.g., exercise, drawing, writing,
Illustrate ways to manage stress.	Discuss the benefits of expressing emotions	Explain the effects and risks associated with the use of tobacco products.	Describe the physical effects of stress on the body.	Describe common social and emotional problems (e.g. aggression, anxiety, depression, bullying)	
Identify positive and	Identify food groups	Demonstrate how individuals grow and develop differently	Identify common social and emotional		

negative emotions. Identify characteristics of healthy relationships. Identify foods to consume regularly and foods that should be limited. Identify a variety of healthy drinks, snacks and meals Demonstrate school and community safety practices and procedures. Identify ways to obtain emergency assistance. Identify trusted adults in schools and community who can help prevent violence and promote safety. Identify bullying and teasing behaviors. Identify appropriate	and various examples of each. Identify the six key nutrients Demonstrate school and community safety practices and procedures. Explain ways to obtain emergency assistance. Explain why inappropriate and unsafe touches should be reported to trusted adults. Explain bullying and teasing behaviors, Explain what to do if someone is being bullied	List positive stress management skills. Demonstrate appropriate ways to express emotions. Describe the benefits of healthy relationships. Define mental, emotional, and social health. Categorize foods according to food sources and groups Demonstrate school and community safety practices and procedures. Demonstrate ways to obtain emergency assistance. Demonstrate how to avoid bullying behaviors	problems. (e.g aggression, anxiety, depression, bullying)  Distinguish characteristics of mental, emotional and social health.  Distinguish characteristics of mental, emotional and social health  Demonstrate school and community safety practices and procedures.  Identify ways to reduce risk of injuries. (e.g. Firearms, vision, hearing, around water, around fire.)  Explain how to report bullying behavior	Describe the benefits of healthy relationships.  Explain body signals that tell a person when they are hungry and when they are full.  Demonstrate school and community safety practices and procedures.  Explain why school and community safety practices and procedures are in place.  Identify proper emergency procedure techniques needed for a variety of emergency situations.  Identify parts of the body that are affected by injuries.  Explain why it is	talking about feelings)  Compare and contrast the benefits of a healthy relationship with an unhealthy relationship.  Suicide Prevention Program-STANDARDS  Interpret facts and statistics among suicidal youth  Describe the relationship between physical activity and the need for food and water.  Demonstrate school and community safety practices and procedures.  Explain the effects that injuries have on the body  Identify proper
---	---	--	--	--	---

<p>and inappropriate or safe and unsafe touches.</p>				<p>wrong to tease or bully others based on personal characteristics) such as body, type, gender, appearance, mannerisms, way one dresses or acts).</p>	<p>emergency procedure techniques needed for a variety of emergency situations.</p> <p>Describe how to avoid dangerous situations.</p> <p>Describe how to avoid unsafe internet activity.</p> <p>Explain why it is wrong to tease or bully based on prejudice, discrimination, and personal bias.</p>
--	--	--	--	--	---

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use

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

**Rationale:** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among Kentucky youth, including personal values, beliefs, and perceived norms.

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Identify how current technology can influence personal health.	Identify relevant influences within the *community & school on taking medicines safely.	Demonstrate how current technology can influence personal health.	Identify relevant influences within the *community and school in regards to alcohol, tobacco and other drugs.	Describe relevant influences within the community and school in regards to alcohol, tobacco and other drugs.	Explain relevant influences within the community and school in regards to alcohol, tobacco and other drugs.
Identify influences of family on personal health and wellness.	Explain how current technology can influence personal health.	Explain how physical and social environment influence personal health.	Record family history of communicable and non-communicable illnesses. (e.g. obesity, diabetes, heart disease, cancer)	Define other influences that affect overall health.	Analyze family history and other influences related to the cause of disease and other health issues.
Identify relevant influences of family on personal health and wellness practices and behaviors.	Explain the types of influences (e.g., community, technology, and media) have on stress, emotions and relationships.	Describe positive influences on personal health and wellness practices and behaviors.	Describe the characteristics that promote healthy behaviors Explain why sleep and rest are important for growth and development.	Identify the impact of lifestyle choices on the body.	Describe the physical, social and emotional changes during puberty.
Identify a trusting adult that can help promote personal health and wellness. Identify the types of influences (e.g., community, technology, and media) have on stress, emotions and relationships	Identify a trusted adult who can help promote healthy eating.	Describe negative influences on personal health and wellness practices and behaviors.	Analyze the influence of advertising other media.	Identify relevant influences on mental and emotional health practices and behaviors. (family, school media and technology)	Describe basic male and female reproductive parts and their functions.
		Describe the effective active listening skills including paying attention and verbal and nonverbal	On food and	Describe relevant influences within community, school, media, technology in regards to personal safety, injury and	Compare and contrast positive and negative influences on mental and emotional health

		<p>feedback to enhance personal health</p> <p>Describe how to communicate care and concern for other to promote a healthy family and peer relationships.</p> <p>Describe the types of influences community, technology, and media have on stress, emotions and relationships</p> <p>Describe negative influences on personal food choices and other eating practices and behaviors.</p> <p>Identify positive and negative influences on personal safety, injury and violence prevention</p>	<p>beverage choices.</p> <p>Identify relevant influences within community, school, media, technology in regards to personal safety, injury and violence prevention</p>	<p>violence prevention</p>	<p>practices and behaviors.</p> <p>Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.</p> <p>Explain relevant influences within community, school, media, and technology in regards to personal safety, injury and violence prevention.</p>
--	--	---	--	----------------------------	---

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

**Rationale:** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

Application of the skills of analysis, comparison, and evaluation of health resources empowers Kentucky students to achieve health literacy.

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Identify trusted adults within the *community and school who help with proper use of medicines and prevent tobacco use.	Describe how to locate trusted adults within the *community and school who can help with proper use of medicines and prevent tobacco use	Explain how a trusted adult within the community can help with proper use of medical and prevention of tobacco use	Demonstrate how media and technology influences personal health	Demonstrate how to locate sources for accurate information regarding alcohol, tobacco and other drugs.	Explain appropriate and trustworthy alcohol use prevention services.
Identify trusted adults at home, school, and the community who can help promote personal health and wellness	List school and community resources for providing health care	Describe how trusted adults within the *community and school can help promote mental and emotional health.	Identify sources of nutrition information and evaluate their reliability.	Differentiate school and community resources for providing health care	Explain how online activities can affect personal health
Identify trusted adults within the *community and school who help promote mental and emotional health.	Describe community health helpers that help promote personal health	Identify resources for valid nutritional information	Identify how to locate sources of accurate safety, injury prevention, violence prevention services	Demonstrate how culture and community influences personal health	Demonstrate how to locate sources of appropriate and reliable mental and emotional
Identify community resources for the purchase and production of food.	Explain how trusted adults within the *community and school can help promote mental and emotional health	Demonstrate how to locate and contact health and emergency services		Describe characteristics of appropriate and reliable mental and emotional health products	Demonstrate how to locate sources of accurate nutrition information
Identify health and	Explain various information on food labels	Explain appropriate and trustworthy alcohol use prevention services.		Explain the nutritional information provided on food labels	Demonstrate how to locate sources of accurate safety, injury prevention, violence prevention services

emergency services	Explain how to locate and contact emergency services and health services  Demonstrate how to locate sources for accurate information regarding alcohol, tobacco and other drugs.			Explain how to locate sources of accurate safety, injury prevention, violence prevention services	
--------------------	--	--	--	---	--

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use

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

**Rationale:** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

<u>Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
Identify refusal skills regarding the inappropriate use of medicines and tobacco	Demonstrate a personal health habit that helps prevent the spread of disease	Explain refusal skills regarding the inappropriate use of medicines and tobacco	Identify the cause/effect of personal health habits that prevent the spread of communicable disease	Explain why refusal skills are important in regards to alcohol, tobacco and other drugs.	Demonstrate refusal skills in regards to alcohol, tobacco, and other drugs.
Illustrate a personal health habit that helps prevent the spread of disease	Explain how to effectively communicate needs, wants, and feelings in healthy ways.	Educate another student on how to complete a personal health habit that helps prevent the spread of disease	Demonstrate how a community health helper can promote personal health and wellness	Demonstrate communication skills to promote healthy behaviors.	Demonstrate effective communication skills to avoid alcohol, tobacco, and other drugs
Identify how to effectively communicate needs, wants, and feelings in healthy ways.	Explain effective active listening skills. Explain effective refusal skills	Explain refusal skills needed to avoid participating in negative health behavior.	Demonstrate how to effectively communicate needs, wants and feelings in healthy ways	Demonstrate effective active listening skills	Demonstrate communication skills to promote healthy relationships during puberty
Identify effective active listening skills. Identify effective refusal skills	Demonstrate effective refusal skills to promote safety	Describe how to effectively communicate needs, wants, and feelings in healthy ways.	Justify the nutritional value of a selected snack, drink or meal item	Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating	Analyze effective refusal skills
Communicate healthy ways to promote safety		Describe the effective active listening skills.	Demonstrate healthy ways to manage or resolve conflict regarding personal	Demonstrate healthy ways to manage or resolve conflict regarding personal safety, injury prevention and violence prevention	Demonstrate healthy ways to manage or resolve conflict regarding personal safety, injury prevention and violence prevention

		<p>Demonstrate effective refusal skills.</p> <p>Describe the criteria for making nutritious versus less nutritious food choices.</p> <p>Demonstrate effective refusal skills to promote safety</p>	<p>safety, injury prevention and violence prevention</p>		
--	--	--	--	--	--

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use

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

**Rationale:** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Identify steps in the decision making process  Identify situations that cause mental and emotional health issues. (e.g. fear, stress, anger, trauma, interpersonal conflict, and anger management)	Explain mental and emotional health issues that require decision making skills. (e.g. fear, stress, anger, trauma, interpersonal conflict, and anger management)  Identify various healthy eating habits	Explain the potential positive and negative outcomes from personal health or wellness-related decisions.  Describe mental and emotional health issues that require decision making skills. (e.g. fear, stress, anger, trauma, interpersonal conflict, and anger management)  Describe how family, peers or media influence a decision related to mental and emotional health.  Describe the decision-making skills related to mental and emotional health	Identify the influences (e.g. current technology and/or community*) on personal decisions regarding alcohol, tobacco, other drugs.  List reasons to visit a health care provider.  Demonstrate the ability to apply decisions Making process to cope with fear stress anger and trauma  Identify situations which need a decision related to mental and emotional health  Compare and contrast snacks, and or meals to determine their nutritional contribution to	Demonstrate the decision making process in relation to the inappropriate use of alcohol, tobacco, and other drugs  Describe reasons for regular visits to a health care provider  Identify situations which need a decision e.g. wash hands before eating, using sun protection, etc.  Summarize process of decision making during stressful situations  List potential situations that related to decision making  List ways to make a positive mental	Demonstrate the decision making process in relation to the inappropriate use of alcohol, tobacco, and other drugs  Explain situations when you should seek a health care provider.  Demonstrate how to communicate care and concern for others to promote healthy relationships  Analyze coping strategies to help make decisions  Explain the potential outcome to decisions related to mental and emotional health  Describe when help is needed and not needed to make a

		<p>(e.g., dealing with interpersonal conflict, managing anger).</p> <p>Describe help-seeking strategies to address mental health issues (e.g., depression, suicide, conflict resolution, stress, and anger management)</p>	<p>healthy diet</p> <p>Identify how community, school, media, and technology influence a decision relate to personal safety, injury prevention, and violence prevention.</p>	<p>health an emotional decision</p> <p>Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink)</p> <p>Explain how community, school, media, and technology influence a decision relate to personal safety, injury prevention, and violence prevention.</p>	<p>mental and emotional decision</p> <p>Describe the final outcome of a decision related to healthy eating behaviors</p> <p>Demonstrate how community, school, media, and technology influence a decision relate to personal safety, injury prevention, and violence prevention</p>
--	--	--	--	--	---

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use

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

**Rationale:** Goal-setting skills are essential to help Kentucky students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

<u>Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
		Describe a personal goal for making nutritious snack and meal choices.	<p>Compare and Contrast stress management goals and strategies</p> <p>Set a short-term nutrition goal and track progress toward its achievement.</p> <p>Using the goal setting process set a personal goal to promote personal safety, injury and/or violence prevention.</p>	<p>Set realistic goal to positively manage personal emotions.</p> <p>Using the goal setting process set a personal goal to promote personal safety, injury and/or violence prevention.</p>	<p>Set a realistic goal to be drug free including the use of alcohol, tobacco, and other drugs</p> <p>Design a personal goal that limits the spread of infectious disease</p> <p>Develop personal health goals</p> <p>Set realistic goals pertaining to social health</p> <p>Set a realistic personal goal related to improve healthy eating behaviors.</p> <p>Identify resources that can help achieve a personal goal to improve healthy eating behaviors.</p> <p>Using the goal setting</p>

					process set a personal goal to promote personal safety, injury and/or violence prevention
--	--	--	--	--	---

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use

**Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Rationale:** Research confirms practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

<u>Kindergarten</u>	<u>1<sup>st</sup> Grade</u>	<u>2<sup>nd</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
<p>Identify personal health habits that prevent the spread of disease</p> <p>Identify responsibilities of maintaining a healthy lifestyle</p> <p>Compare and Contrast the feeling of hunger and the feeling of being flu.</p>	<p>Demonstrate the personal health habits that prevent the spread of disease</p> <p>Describe positive health habits</p>	<p>Explain the importance of using personal health habits to prevent the spread of disease</p> <p>Explain positive health habits</p>	<p>Demonstrate stress management and coping skills.</p> <p>Demonstrate how to use food labels to select nutritious items</p> <p>Practice school and community safety procedures.</p>	<p>Describe how the use of alcohol, tobacco, and other drugs affect physical, mental, emotional, social health.</p> <p>Describe personal health habits that prevent the spread of communicable disease</p> <p>Identify why healthy behaviors increases your individual health</p> <p>Identify self-management and coping strategies that enhance health</p> <p>Practice school and community safety procedures</p>	<p>Examine practices and behaviors that promote the proper use of alcohol, tobacco, and other drugs</p> <p>Demonstrate responsibility you have to oneself and others personal health</p> <p>Make a commitment to practice healthy mental and emotional health behaviors</p> <p>Describe practices and behaviors that reduce or prevent unhealthy eating behaviors</p> <p>Practice school and community safety procedures.</p>

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

**Rationale:** Advocacy skills help Kentucky students promote healthy norms and healthy behaviors. This standard helps our students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
		<p>Make a request to others for a healthy snack or meal.</p>	<p>Make requests to others to avoid inappropriate use of alcohol, tobacco, and other drugs</p> <p>Identify factual information to improve the mental and emotional health of others</p> <p>Make requests to others to promote safety, injury prevention, and violence prevention</p>	<p>Describe facts and state personal beliefs to persuade and support community members to use alcohol, tobacco, and other drugs appropriately.</p> <p>Persuade community members to provide access to products that limit the spread of disease. (e.g. hand sanitizers, tissues, restroom breaks, PPE, antibacterial soaps etc.)</p> <p>Identify responsibility you have to oneself and others personal health</p> <p>Demonstrate factual information to improve mental and emotional health of others</p> <p>Describe facts and</p>	<p>Demonstrate and persuade community members to appropriately use alcohol, tobacco, and other drugs by providing facts and giving personal beliefs</p> <p>Construct a plan to assist those living with a chronic disease</p> <p>Communicate and make request to promote personal health practice</p> <p>Use suicide prevention tactics to persuade others to seek help and provide adequate resources for mental and emotional help.</p> <p>State personal beliefs to promote mental and emotional health</p>

				state personal beliefs to persuade, support, and promote others to safety, injury prevention, and violence prevention	of others Give factual information to improve the food and beverage selections of others.  Demonstrate and persuade others to promote safety, injury prevention, and violence prevention by providing facts and personal beliefs.
--	--	--	--	---	--

DRAFT 11-2017 – Not adopted by the KBE and not for classroom use