

# Kentucky Academic Standards for High School Health Education

## Aligned with National Health Education Standards

### Kentucky Department of Education

\*The National Health Education Standards (NHES) are provided by the Joint Committee on National Health Education Standards and have been aligned to the corresponding Kentucky Academic Standards (KAS).

♦♦The Kentucky Academic Standards are being provided with the codes that are aligned in the Continuous Instructional Improvement Technology System (CIITS).

#### [National Health Education Standards](#)

##### **Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

##### **Standard 2:**

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

##### **Standard 3:**

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

##### **Standard 4:**

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

##### **Standard 5:**

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

##### **Standard 6:**

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

##### **Standard 7:**

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

##### **Standard 8:**

Students will demonstrate the ability to advocate for personal, family, and community health.

# Kentucky Academic Standards

## High School (9-12)

### **1.PL-H-PW: Personal Wellness (Health Education)**

#### **Big Idea:**

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

#### **Academic Expectations**

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1 Students effectively use interpersonal skills.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

### **A.PL-H-PW-U: Enduring Knowledge – Understandings**

*Students will understand that*

\*NHES

<b>PL-H-PW-U-1:</b> individuals have a responsibility to advocate for personal, family and community health.	8
<b>PL-H-PW-U-2:</b> inter and intrapersonal communication skills are needed to enhance individual well-being and healthy relationships.	4
<b>PL-H-PW-U-3:</b> physical, social, emotional and mental changes occur during adolescence and throughout life.	1
<b>PL-H-PW-U-4:</b> decisions regarding sexuality have short and long term consequences and responsibilities.	5
<b>PL-H-PW-U-5:</b> the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.	1
<b>PL-H-PW-U-6:</b> culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.	2
<b>PL-H-PW-U-7:</b> behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.	1
<b>PL-H-PW-U-8:</b> positive health habits can help prevent injuries and spreading of diseases to self and others.	7
<b>PL-H-PW-U-9:</b> self-management and coping strategies can enhance mental and emotional health.	7
<b>PL-H-PW-U-10:</b> a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.	3

**B.PL-H-PW-S: Skills and Concepts – Personal and Physical Health***Students will understand*

\*NHES

<b>PL-H-PW-S-PPH1:</b> understand the importance of assuming responsibility for personal health behaviors by:	5, 7
<b>PL-H-PW-S-PPH1.a:</b> predicting how decisions regarding health behaviors have consequences for self and others	5
<b>PL-H-PW-S-PPH1.b:</b> explaining how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)	7
<b>PL-H-PW-S-PPH1.c:</b> explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual	5
<b>PL-H-PW-S-PPH2:</b> apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan	5, 6
<b>PL-H-PW-S-PPH3:</b> evaluate the effectiveness of communication methods for expressing accurate health information and ideas	3, 4
<b>PL-H-PW-S-PPH4:</b> evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body	7

**C.PL-H-PW-S-GD: Skills and Concepts – Growth and Development***Students will*

\*NHES

<b>PL-H-PW-S-GD1:</b> explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood)	1
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**D.PL-H-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health***Students will demonstrate social interaction skills by:*

\*NHES

<b>PL-H-PW-S-SMEH1:</b> demonstrate social interaction skills by:	4, 5, 6, 7
<b>PL-H-PW-S-SMEH1.a:</b> identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life	4, 7
<b>PL-H-PW-S-SMEH1.b:</b> using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship)	4
<b>PL-H-PW-S-SMEH1.c:</b> recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying	5
<b>PL-H-PW-S-SMEH1.d:</b> identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance)	5, 6
<b>PL-H-PW-S-SMEH2:</b> recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health	5, 6

<b>PL-H-PW-S-SMEH3:</b> demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults	5, 7
<b>PL-H-PW-S-SMEH4:</b> demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations	4

**E.PL-H-PW-S-FCH: Skills and Concepts – Family and Community Health**

*Students will*

\*NHES

<b>PL-H-PW-S-FCH1:</b> access and use a variety of resources from home, school and community that provide valid health information	3
<b>PL-H-PW-S-FCH2:</b> understand and analyze how personal, family and community health can be influenced and challenged by:	2
<b>PL-H-PW-S-FCH2.a:</b> family traditions/values	2
<b>PL-H-PW-S-FCH2.b:</b> peer pressure	2
<b>PL-H-PW-S-FCH2.c:</b> technology and media messages	2
<b>PL-H-PW-S-FCH2.d:</b> cultural beliefs and diversity	2
<b>PL-H-PW-S-FCH2.e:</b> interrelationships between environmental factors and community health	2
<b>PL-H-PW-S-FCH3:</b> use print and non-print sources to:	3
<b>PL-H-PW-S-FCH3.a:</b> analyze how the prevention and the control of health problems are influenced by research and medical advances	3
<b>PL-H-PW-S-FCH3.b:</b> investigate the role of health care providers in disease prevention	3
<b>PL-H-PW-S-FCH3.c:</b> analyze how public health policies and government regulations influence health promotion and disease prevention	3

**F.PL-H-PW-S-DP: Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention**

*Students will*

\*NHES

<b>PL-H-PW-S-DP1:</b> demonstrate an understanding of diseases by:	1
<b>PL-H-PW-S-DP1.a:</b> describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)	1
<b>PL-H-PW-S-DP1.b:</b> describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)	1
<b>PL-H-PW-S-DP2:</b> explore family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems	1
<b>PL-H-PW-S-DP3:</b> demonstrate an understanding of how to maintain a healthy body by:	7
<b>PL-H-PW-S-DP3.a:</b> analyzing the impact of personal health behaviors on the functioning of body systems	7

<b>PL-H-PW-S-DP3.b:</b> analyzing how behavior can impact health maintenance and disease prevention during adolescence and adulthood	7
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**G.PL-H-PW-S-ATOD: Skills and Concepts – Alcohol, Tobacco and Other Drugs**

*Students will:*

\*NHES

<b>PL-H-PW-S-ATOD1:</b> demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:	1
<b>PL-H-PW-S-ATOD1.a:</b> distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems	1
<b>PL-H-PW-S-ATOD1.b:</b> predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual's health	1
<b>PL-H-PW-S-ATOD1.c:</b> recommending interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders)	1

**2.PL-H-N: Nutrition (Health Education)**

**Big Idea:**

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

**Academic Expectations**

**2.30** Students evaluate consumer products and services and make effective consumer decisions.

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

**3.2** Students demonstrate the ability to maintain a healthy lifestyle.

**3.5** Students will demonstrate self-control and self-discipline.

**5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

**5.4** Students use a decision-making process to make informed decisions among options.

**A.PL-H-N-U: Enduring Knowledge – Understandings**

*Students will understand that*

<b>PL-H-N-U-1:</b> nutritional choices affect an individual's physical, mental, emotional and social well being.	5
<b>PL-H-N-U-2:</b> nutrients have a role in the development of an individual's health.	1
<b>PL-H-N-U-3:</b> resources (e.g., Food Guide Pyramid, Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy Council) are available to assist in making nutritional choices.	3
<b>PL-H-N-U-4:</b> individuals, families and community values influence nutritional choices.	2

**B.PL-H-N-S: Skills and Concepts**

*Students will*

\*NHES

<b>PL-H-N-S-1:</b> create meal plans utilizing print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy council)	3, 7
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<b>PL-H-N-S-2:</b> evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs	7
<b>PL-H-N-S-3:</b> analyze and evaluate the positive and negative impact of food selections on maintaining and promoting health	7
<b>PL-H-N-S-4:</b> identify issues, problems and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia)	7
<b>PL-H-N-S-5:</b> analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices	2
<b>PL-H-N-S-6:</b> evaluate the role of nutrients and food sources in the growth and development of healthy bodies	1,7
<b>PL-H-N-S-7:</b> evaluate nutritional resources from home, school and community that provide valid health information	3

### 3.PL-H-S: Safety (Health Education)

#### Big Idea:

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

#### Academic Expectations

- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community
- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle
- 4.3 Students individually demonstrate consistent, responsive and caring behavior
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others
- 5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations
- 5.4 Students use a decision-making process to make informed decisions among-options

#### A.PL-H-S-U: Enduring Knowledge – Understandings

*Students will understand that*

\*NHES

<b>PL-H-S-U-1:</b> safety practices and procedures help to prevent injuries and provide a safe environment.	1
<b>PL-H-S-U-2:</b> community, state, federal and international resources are available to assist in hazardous situations.	3
<b>PL-H-S-U-3:</b> proper procedures must be used in emergency situations.	1

#### B.PL-H-S-S: Skills and Concepts

*Students will*

\*NHES

<b>PL-H-S-S-1:</b> analyze how responsible use of machinery and motorized vehicles (e.g., all-terrain vehicle, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives	7
<b>PL-H-S-S-2:</b> identify and describe potential hazards in home and schools and explain how to prevent injuries	1
<b>PL-H-S-S-3:</b> identify components of safety needed in developing a personal plan for emergency situations (e.g., weather, fire, tornado, lock down) at home or school	1

<b>PL-H-S-S-4:</b> demonstrate proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives	7
<b>PL-H-S-S-5:</b> demonstrate refusal, negotiation and collaboration skills needed to avoid potentially harmful situations	4
<b>PL-H-S-S-6:</b> identify and access the available local, state, federal and international health and safety agencies (e.g., World Health Organization, Peace Corp, Center for Disease Control and Prevention (CDC), Armed Forces) and explain the services they provide	3
<b>PL-H-S-S-7:</b> use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)	3, 7
<b>PL-H-S-S-8:</b> demonstrate communications skills needed in emergency situations	4
<b>PL-H-S-S-9:</b> explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals	1

\*KY Program of Studies was aligned to National Health Education Standards by Renee White, Ph.D., Coordinated School Health Team, Division of Program Standards, Kentucky Department of Education, August 2011. The National Health Education Standards can be found at <http://www.cdc.gov/HealthyYouth/SHER/standards/>