

**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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p>Describe short- and long- term physical, emotional, academic and social effects of using alcohol, tobacco and other drugs (ATOD).</p> <p>Identify and explain the dangers of experimenting with ATOD and their immediate and long-term effects.</p> <p>Summarize the benefits and explain why most youth choose to be ATOD free.</p> <p>Identify and explain the effects of secondhand cigarette smoke</p> <p>Explain the difference between communicable (eg. flu, strep throat, etc.) and noncommunicable diseases (eg. asthma, allergies, cancer, etc.).</p> <p>Analyze ways communicable and noncommunicable diseases are transmitted.</p> <p>Summarize the symptoms of someone who is sick or getting sick.</p> <p>Identify the benefits of health practices to prevent the spread of communicable and noncommunicable diseases (eg. STIs, cold, flu)</p>	<p>Describe short- and long- term physical, emotional, academic and social effects of using alcohol, tobacco and other drugs (ATOD).</p> <p>Describe situations that could lead to the use of ATOD.</p> <p>Identify and explain the dangers of experimenting with ATOD and their immediate and long-term effects.</p> <p>Differentiate between the proper use and abuse of over the counter, prescription, illegal and other drugs.</p> <p>Explain why using ATOD is an unhealthy way to manage stress and positive alternatives.</p> <p>Explain school policies and community laws related to the sale and use of ATOD products</p> <p>Explain the difference between communicable (eg. flu, strep throat, etc.) and noncommunicable diseases (eg. asthma, allergies, cancer, etc.).</p> <p>Analyze ways communicable and noncommunicable diseases are transmitted.</p>	<p>Describe the social, economic, academic and physical consequences of ATOD use.</p> <p>Describe the relationship between using ATOD and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.</p> <p>Explain the risks associated with using alcohol or others drugs and driving a motor vehicle.</p> <p>Explain school policies and community laws related to the sale and use of ATOD products</p> <p>Explain the difference between communicable (eg. flu, strep throat, etc.) and noncommunicable diseases (eg. asthma, allergies, cancer, etc.).</p> <p>Analyze ways communicable and noncommunicable diseases are transmitted.</p> <p>Describe the importance of seeking help and treatment for common communicable diseases and chronic diseases.</p> <p>Explain the relationship between intravenous drug use and transmission of bloodborne diseases, such as HIV and hepatitis.</p>

<p>Describe the importance of seeking help and treatment for common communicable and noncommunicable diseases.</p> <p>Identify how the environment affects personal health.</p> <p>Explain how health is influenced by the interaction of body systems (eg reproductive, digestive, circulatory, skeletal, respiratory.)</p> <p>Describe characteristics of healthy relationships. and how to express affection, love and friendship in a healthy way.</p> <p>Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>Summarize the benefits of getting proper sleep for healthy growth.</p> <p>Summarize the benefits of good hygiene for healthy growth and development.</p> <p>Describe a variety of appropriate coping skills and strategies (eg: stress, grief, anger, loss, concern).</p> <p>Describe characteristics of a mentally, emotionally, socially, and spiritually healthy person.</p>	<p>Summarize ways that common communicable diseases are transmitted and health practices that prevent the spread of communicable diseases that are transmitted by food, air indirect contact and person-to-person contact.</p> <p>Describe the importance of seeking help and treatment for common communicable diseases and chronic diseases.</p> <p>Describe how food choices and activity level affect your likelihood of developing chronic diseases.</p> <p>Explain how health is influenced by the interaction of body systems (eg reproductive, digestive, circulatory, skeletal, respiratory)</p> <p>Explain why individuals have the right to refuse sexual contact.</p> <p>Explain ways to prevent pregnancy (abstinence, condoms, contraceptives)</p> <p>Summarize the basic male and female reproductive parts and their functions.</p> <p>Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>Explain the negative consequences of sending</p>	<p>Determine the benefits of being sexually abstinent and describe why it's the best way to prevent STIs and pregnancy.</p> <p>Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>Explain the qualities of a healthy dating relationship.</p> <p>Differentiate healthy and unhealthy relationships.</p> <p>Explain healthy ways to express affection, love, and friendship.</p> <p>Explain ways to prevent pregnancy (abstinence, condoms, contraceptives).</p> <p>Explain how the most common STIs are transmitted and signs and symptoms of each.</p> <p>Describe the social, physical, academic, and financial effects of being a teen parent.</p> <p>Explain the benefits of respecting individual differences in sexuality (eg sexual activity, physical appearance, sexual abstinence, sexual orientation, gender expression, and/or gender identity).</p> <p>Describe how intolerance can affect others.</p>
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<p>Describe how sharing or posting personal information electronically about self or others on social media sites within current technology can negatively impact mental and emotional health.</p> <p>Describe examples of situations that require self-control.</p> <p>Examine the importance of being aware of one’s own feelings, being sensitive to the feelings of others and being tolerant based on personal characteristics. (eg: height, weight, body development, disability, race, etc.</p> <p>Understand proper nutrition is essential to growth and development (eg., eating breakfast, lunch, supper/dinner, healthy snacks).</p> <p>Explain the benefits of drinking water and differentiate between nutritious and non-nutritious beverages (eg, energy drinks, diet pills, diet trends).</p> <p>Explain the similarities and differences among the six essential nutrients and food groups regarding nutritional value and food sources.</p> <p>Explain how to select healthy foods when eating out.</p>	<p>sexually explicit pictures or messages electronically or posting sexually explicit pictures on social media sites within current technology.</p> <p>Explain the benefits of respecting individual differences in sexuality and identity (e.g. sexual activity, physical appearance, sexual abstinence, sexual orientation, gender expression, and/or gender identity.)</p> <p>Describe how intolerance can affect others.</p> <p>Describe a variety of appropriate coping skills and strategies (eg: stress, grief, anger, loss, concern).</p> <p>Describe characteristics of a mentally, emotionally, socially, and spiritually healthy person.</p> <p>Describe the interrelationship of physical, mental emotional, social and spiritual health.</p> <p>Explain why people with mental/emotional disorders need professional help.</p> <p>Compare and contrast the role of individual responsibility.</p> <p>Explain causes and effects of stress and positive and negative ways of dealing with stress at home, school, or with friends.</p>	<p>Describe a variety of appropriate coping skills and strategies (eg: stress, grief, anger, loss, concern).</p> <p>Describe characteristics, explain the qualities, and differentiate between healthy and unhealthy relationships.</p> <p>Describe how sharing or posting personal information electronically about self or others on social media sites within current technology can negatively impact mental and emotional health.</p> <p>Explain the causes, symptoms, and effects of mental and emotional health disorders.</p> <p>Explain causes and effects of stress and positive and negative ways of dealing with stress at home, school, or with friends.</p> <p>Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self management and coping strategies (refusal skills, SMART goals, decision making)</p> <p>Explain the benefits of drinking the recommended amount of water and differentiate between nutritious and non-nutritious beverages.</p> <p>Explain how to select healthy foods when</p>
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<p>Describe various methods available to evaluate body mass index.</p> <p>Identify and explain the importance of appropriate protective equipment needed for specific sports and recreational activities.</p> <p>Describe ways to reduce risk of injuries (eg: near water, in motor vehicles, bicycles, ATV) Identify actions to take to prevent injuries during severe weather and fire.</p> <p>Describe how sharing or posting personal information electronically about self or others on social media sites within current technology can negatively impact personal safety of self or others.</p> <p>Describe ways and determine the benefits of using non-violence to solve interpersonal conflict.</p> <p>Identify a variety of non-violent ways to respond to stress when angry or upset. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.</p> <p>Describe actions that may help to prevent, change, or effectively cope with unsafe situations at home, school, community, etc that may lead to violent and/or unsafe behaviors.</p>	<p>Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self management and coping strategies (refusal skills, SMART goals, decision making.)</p> <p>Explain why the recommended amount of food a person needs each day may be different for each food group.</p> <p>Explain the benefits of drinking the recommended amount of water and differentiate between nutritious and non-nutritious beverages.</p> <p>Identify food preparation methods that add to less fat to food and use unsaturated fats and oils to replace solid saturated fats.</p> <p>Explain how to select healthy foods when eating out.</p> <p>Evaluate the nutritional information provided on the food labels to explain how it can impact dietary choices.</p> <p>Identify and explain the importance of appropriate protective equipment needed for specific sports and recreational activities.</p> <p>Describe how sharing or posting personal information electronically about self or others on social media sites within current technology can negatively impact personal</p>	<p>eating out.</p> <p>Evaluate the nutritional information provided on the food labels to explain how it can impact dietary choices</p> <p>Describe how the use of alcohol and other drugs can lead to injuries of yourself or others.</p> <p>Describe first response procedures needed to treat injuries and other emergency situations (eg: broken bones, seizures, heat stroke, etc. )</p> <p>Analyze behaviors (bullying, hazing, fighting, dating violence, etc.) and how they contribute positively or negatively in the prevention of violence (eg: role of bystanders, environmental influences, responses to stress/conflict, etc.)</p> <p>Summarize how participation in groups that promote and/or engage in violent behaviors can have negative impacts on one's health.</p> <p>Explain that sexual assault and rape should be reported to a trusted adult, and is of no fault to the victim.</p> <p>Explain the importance of telling a trusted adult if there are people who are in danger of harming themselves or others</p>
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<p>Describe the signs and symptoms of people who are in danger of hurting themselves or others</p> <p>Explain the importance of telling a trusted adult if there are people who are in danger of harming themselves or others.</p>	<p>safety of self or others.</p> <p>Describe the signs and symptoms of people who are in danger of hurting themselves or others.</p> <p>Explain the importance of telling a trusted adult if there are people who are in danger of harming themselves or others</p> <p>Demonstrate avoidance techniques that are used to coerce or pressure someone to use violence.</p> <p>Describe ways to reduce risk of injuries from firearms.</p> <p>Describe strategies to avoid physical fighting and violence.</p> <p>Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.</p> <p>Explain how to properly perform first aid, CPR, and the use of an AED.</p> <p>Explain that sexual assault and rape should be reported to a trusted adult, and is of no fault to the victim.</p>	<p>Describe how sharing or posting personal information electronically about self or others on social media sites within current technology can negatively impact personal safety of self or others.</p> <p>Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p>Describe how intolerance, prejudice, discrimination, bias, power and control differences can lead to violence.</p> <p>Describe how the irresponsible use of weapons increases the risk of serious violent injuries and how to reduce the risk of these injuries.</p> <p>Describe strategies to avoid physical fighting and violence</p>
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**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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p>Explain how family, community, culture, media (professional and social), peers, and personal beliefs affect a decision and behaviors related to ATOD use</p> <p>Analyze how relevant influences of family history and culture affect personal health (e.g., genetics and/ or family behavior patterns)</p> <p>Explain how personal values and beliefs influence personal health, sexual health, and relationships</p> <p>Explain and analyze the influence of various factors (eg., school, government, USDA guidelines family, peers, culture, media) on food choices and other eating practices and behaviors.</p> <p>Explain the influence of school rules and community laws on safety, injury and violence prevention practices and behaviors.</p>	<p>Explain how family, community, culture, media (professional and social), peers, and personal beliefs affect a decision and behaviors related to ATOD use.</p> <p>Explain and analyze how personal values, family and culture, perception of norms and beliefs influence ATOD practices and behaviors.</p> <p>Analyze how relevant influences of family history and culture affect personal health (e.g., genetics and/ or family behavior patterns)</p> <p>Explain how perceptions of norms influence personal health, sexual health, and relationships.</p> <p>Analyze how relevant influences of media (professional and social), technology, family, school and community affect personal health and wellness related practices and behaviors.</p> <p>Explain the influence of school rules and government regulations on mental and emotional health practices and behaviors.</p>	<p>Explain how family, community, culture, media (professional and social), peers, and personal beliefs affect a decision and behaviors related to ATOD use.</p> <p>Analyze how relevant influences of school and community affect ATOD-related practices and behaviors.</p> <p>Analyze how relevant influences of family history and culture affect personal health (e.g., genetics and/ or family behavior patterns).</p> <p>Analyze how relevant influences of media (professional and social), technology, family, school, and community affect personal health and wellness related practices and behaviors.</p> <p>Explain the influence of school rules and government regulations on personal health practices and behaviors.</p> <p>Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.</p> <p>Explain the influence of school rules, government regulations and social</p>

	<p>Explain how perceptions of norms and personal values and beliefs influence healthy and unhealthy mental health practices and behaviors.</p> <p>Analyze how relevant influences of family, culture, and school and community affect mental and emotional health practices and behaviors.</p> <p>Explain and analyze the influence of various factors (eg., school, government, USDA guidelines, family, peers, culture, media) on food choices and other eating practices and behaviors.</p> <p>Explain how perceptions of norms, personal values, and beliefs influence healthy and unhealthy safety and injury prevention practices and behavior.</p> <p>Analyze how relevant influences of media, technology, family, culture, and peers affect personal safety and injury prevention practices and behaviors.</p>	<p>expectations on mental and emotional health practices and behaviors.</p> <p>Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using ATOD increase the risk of suicide and self-injury)</p> <p>Explain and analyze the influence of various factors (eg., school, USDA guidelines, government, family, peers, culture, media) on food choices and other eating practices and behaviors</p> <p>Analyze how relevant influences of family, culture, media, technology, community, and school affect personal safety and injury prevention practices and behaviors</p>
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**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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Describe situations that call for professional ATOD cessation services	Describe situations that call for professional ATOD cessation services.	Locate valid and reliable ATOD cessation services, treatment services, and counseling services
Analyze the validity and reliability of personal health and disease prevention (eg. websites, articles, etc.)	Locate valid and reliable ATOD cessation services, treatment services, and counseling services.	Analyze the validity and reliability of personal health and disease prevention (eg. websites, articles, etc.)
Identify the availability of valid and reliable personal health and wellness products	Analyze the validity and reliability of personal health and disease prevention (eg. websites, articles, etc.)	Determine and analyze the validity of health information, products, and services.
Describe situations that call for professional personal health and wellness services.	Locate and access valid and reliable personal health and wellness information from home, school or community.	Determine and analyze the availability of valid and reliable mental and emotional health information, services, and products.
Locate valid and reliable mental and emotional health products and services.	Determine and analyze the validity of health information, products, and services.	Investigate valid and reliable nutrition products and services.
Describe situations that call for professional mental and emotional health services. (eg: thoughts of self harm, hurting others, and/or suicide)	Access valid and reliable mental and emotional health information from home, school or community.	Understand the financial differences in purchasing healthy vs. processed food.
Locate valid and reliable nutrition products and services.	Determine and analyze the availability of valid and reliable mental and emotional health information, services, and products	
Describe situations that call for professional nutrition services (dietitian, nutritionist, medical doctor, etc.)	Determine valid and reliable nutrition information from online sources, home, school, media and/or community	
Describe situations that call for professional		



<p>safety, injury and violence prevention, or intervention services.</p>	<p>Describe situations that call for professional violence prevention or intervention services.</p> <p>Locate and determine the availability of valid and reliable safety, injury and violence prevention information, or intervention services.</p>	
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**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>6<sup>th</sup> Grade</u>	<u>7<sup>th</sup> Grade</u>	<u>8<sup>th</sup> Grade</u>
<p>Demonstrate refusal skills related to the use of ATOD.</p> <p>Demonstrate the use of effective communication skills to prevent communicable and noncommunicable diseases.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness (sharing utensils, drinks, smoking, etc).</p> <p>Describe methods to talk with a trusted adult about physical and emotional changes one is dealing with in puberty.</p> <p>Demonstrate effective communication skills that encourage healthy relationships.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p>Demonstrate how to manage personal information within current technology to prevent interpersonal conflict.</p>	<p>Demonstrate refusal skills related to the use of ATOD.</p> <p>Demonstrate how to effectively ask for assistance to quit using ATOD and showing support to a family member or friend who is trying to quit ATOD use.</p> <p>Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness (sharing utensils, drinks, smoking, etc).</p> <p>Demonstrate the effective use of communication skills to promote sexual health and healthy relationships.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p>Demonstrate how to manage personal information within current technology to prevent interpersonal conflict.</p>	<p>Demonstrate refusal skills related to the use of ATOD.</p> <p>Demonstrate how to effectively ask for assistance to quit using ATOD and showing support to a family member or friend who is trying to quit ATOD use.</p> <p>Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking</p> <p>Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness (sharing utensils, drinks, smoking, etc)</p> <p>Demonstrate the use of effective communication skills to enhance personal health.</p> <p>Demonstrate effective peer resistance skills and negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health.</p> <p>Demonstrate how to effectively ask for assistance and offer assistance to improve</p>

<p>Demonstrate effective peer resistance skills to avoid or reduce unhealthy eating</p> <p>Demonstrate appropriate ways to manage personal information in electronic communications and when using social media within current technology to protect the personal safety of oneself and others.</p> <p>Demonstrate the use of effective communication skills to prevent violence and enhance safety and injury prevention.</p>	<p>Demonstrate effective peer resistance skills to avoid or reduce unhealthy eating.</p> <p>Demonstrate appropriate ways to manage personal information in electronic communications and when using social media within current technology to protect the personal safety of oneself and others.</p> <p>Demonstrate effective peer resistance and negotiation skills to avoid or reduce violence</p>	<p>and/or maintain sexual health and healthy relationships.</p> <p>Demonstrate effective peer resistance and negotiation skills to avoid or reduce mental and emotional health risks.</p> <p>Demonstrate how to manage personal information within current technology to prevent interpersonal conflict.</p> <p>Demonstrate healthy ways to manage or resolve interpersonal conflict.</p> <p>Demonstrate how to effectively ask for assistance to enhance and offer health for self and others.</p> <p>Demonstrate how to effectively communicate empathy and support for others.</p> <p>Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors and weight management.</p> <p>Demonstrate appropriate ways to manage personal information in electronic communications and when using social media within current technology to protect the personal safety of oneself and others.</p> <p>Demonstrate how to effectively ask for assistance to prevent violence.</p>
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**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>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<p>Identify circumstances that help or hinder making a decision related to being ATOD free.</p> <p>Choose a healthy alternative when making a decision related to alcohol and other drug use.</p> <p>Explain how family, culture, media (professional and personal), peers, and personal beliefs affect personal health and wellness-related decision.</p> <p>Explain how family, culture, media (professional and social), peers, and personal beliefs affect a personal health and wellness-related decision.</p> <p>Identify circumstances that help or hinder making a healthy decision related to mental and emotional health</p> <p>Identify circumstances that help or hinder healthy decision making related to food and behavior choices. (eg:family, peers, cultural, school, community, media)</p>	<p>Choose a healthy alternative when making a decision related to alcohol and other drug use.</p> <p>Predict the potential outcomes of health and unhealthy alternatives of a personal health and wellness-related decision.</p> <p>Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs and pregnancy.</p> <p>Explain how the most common STIs are transmitted and usual signs and symptoms cured and treated.</p> <p>Explain how family, culture, media (professional and social), peers, and personal beliefs affect personal health and wellness-related decision.</p> <p>Identify circumstances that help or hinder healthy decision making.</p> <p>Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing</p>	<p>Identify and explain outcomes between healthy and unhealthy alternatives for a decision related to ATOD use.</p> <p>Analyze the effectiveness of a final outcome of a personal health and wellness-related decisions.</p> <p>Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs, and pregnancy.</p> <p>Explain how the most common STIs are transmitted and usual signs and symptoms cured and treated</p> <p>Explain how family, culture, media (professional and social), peers, and personal beliefs affect personal health and wellness related decisions.</p> <p>Identify circumstances that help or hinder healthy decision making.</p> <p>Choose and analyze a healthy alternative when making a personal health decision.</p>

	<p>emotional stress); and when these require assistance of others.</p> <p>Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p>Distinguish between healthy and unhealthy alternatives related to eating behaviors. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors</p> <p>Identify situations that require appropriate decision-making skills that are related to safety and injury prevention (e.g., self-control, anger management, peer pressure, violent situations).</p>	<p>Distinguish between, predict and analyze a healthy alternative when making a decision related to mental and emotional health.</p> <p>Predict the potential outcomes of and analyze healthy and unhealthy alternatives related to healthy or unhealthy eating behaviors</p> <p>Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence or are related to safety or injury prevention.</p> <p>Predict the potential outcomes of positive or negative decisions that could lead to violence or injury.</p> <p>Identify situations that require appropriate decision-making skills that are related to safety and injury prevention (e.g., self-control, anger management, peer pressure, violent situations).</p>
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**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>6<sup>th</sup> Grade</u>	<u>7<sup>th</sup> Grade</u>	<u>8<sup>th</sup> Grade</u>
<p>Set SMART personal goal to stay ATOD free.</p> <p>Discuss barriers in staying ATOD-free.</p> <p>Set a SMART goal to improve positive personal health and wellness-related behaviors.</p> <p>Assess personal health practices.</p> <p>Set a SMART goal to improve a positive personal health practice</p> <p>Set a SMART goal to improve or maintain positive mental and emotional health.</p> <p>Recognize personal mental and emotional health practices using mental health inventories</p> <p>Assess personal eating practices.</p> <p>Set a SMART personal goal to improve healthy eating behaviors.</p> <p>Discuss strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.</p> <p>Assess personal violent and nonviolent,</p>	<p>Set SMART personal goals to stay ATOD free</p> <p>Discuss barriers in staying ATOD free</p> <p>Assume personal responsibility for being ATOD free and avoiding/remaining safe in social settings in which ATOD are involved.</p> <p>Set a SMART goal to improve positive personal health and wellness-related behaviors.</p> <p>Assess personal health practices.</p> <p>Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.</p> <p>Identify the benefits of and barriers to achieving a personal health goal.</p> <p>Set a SMART goal to improve a positive personal health practice.</p> <p>Assess the barriers to achieving SMART goal to improve or maintain positive mental and emotional health.</p> <p>Apply SMART goal strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional</p>	<p>Assume personal responsibility for being ATOD free and avoiding/remaining safe in social settings in which ATOD are involved</p> <p>Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and others.</p> <p>Set a SMART personal health goal and use strategies and skills to achieve a goal.</p> <p>Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.</p> <p>Explain the importance of setting a personal sexual health goal to avoid unintended outcomes (e.g., STIs, pregnancy, emotional harm).</p> <p>Analyze SMART goal strategies used to successfully maintain positive mental and emotional health.</p> <p>Assess personal eating practices.</p> <p>Assess strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.</p> <p>Apply strategies to overcome barriers and</p>

<p>safety, and injury prevention practices.</p> <p>Set a SMART goal to prevent violence and avoid or reduce injury.</p>	<p>health.</p> <p>Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.</p> <p>Recognize personal mental and emotional health practices using mental health inventories.</p> <p>Assess personal eating practices.</p> <p>Set a SMART personal goal to improve healthy eating behaviors.</p> <p>Develop strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.</p> <p>Assess the barriers to achieving a SMART goal to prevent violence or avoid or reduce injury.</p> <p>Use strategies and skills to achieve a SMART goal to prevent violence and avoid or reduce injuries</p>	<p>achieve a SMART goal to prevent violence and avoid or reduce injuries.</p> <p>Use strategies and skills to achieve a SMART goal to prevent violence and avoid or reduce injuries.</p>
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**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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p>Explain the importance of being responsible for being ATOD-free.</p> <p>Make a commitment to practice positive health and wellness-related behaviors (eg. eating healthy, exercising, drinking water, washing hands, etc).</p> <p>Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.</p> <p>Make a commitment to practice healthy mental and emotional health behaviors</p> <p>Make a commitment to practice healthy eating behaviors.</p> <p>Demonstrate healthy eating practices to improve health of oneself and others</p> <p>Make a commitment to practice safety and violence and injury prevention behaviors at home, school, or within the community.</p>	<p>Explain the importance of being responsible for being ATOD-free.</p> <p>Make a commitment to practice positive health and wellness-related behaviors (eg. eating healthy, exercising, drinking water, washing hands, etc).</p> <p>Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.</p> <p>Analyze personal health and behaviors that reduce or prevent health risks.</p> <p>Explain the importance of and analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.</p> <p>Make a commitment to practice healthy mental and emotional health behaviors.</p> <p>Continue your commitment to practice healthy eating behaviors.</p> <p>Explain the importance of being responsible</p>	<p>Explain the importance of being responsible for being ATOD-free.</p> <p>Analyze and demonstrate ATOD prevention practices and behaviors to improve the health of oneself and others.</p> <p>Analyze personal health practices and behaviors to improve the personal health and wellness of oneself and others.</p> <p>Explain and analyze personal health practices and behaviors that reduce or prevent health risks.</p> <p>Make a commitment and demonstrate practices to improve positive personal health behaviors.</p> <p>Explain and demonstrate practices and behaviors to improve the sexual health of oneself and others.</p> <p>Make a commitment to practice healthy mental and emotional health behaviors.</p> <p>Explain the importance of being responsible for personal mental and emotional health behaviors.</p>



	<p>for personal healthy eating behaviors</p> <p>Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.</p>	<p>Analyze and demonstrate personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>Evaluate personal eating practices and behaviors that reduce or prevent health risks</p> <p>Explain the importance of practicing violence prevention behaviors.</p>
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**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.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p>Collaborate with others to advocate for individuals, families, and schools to be ATOD-free</p> <p>State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others. Persuade other to make positive personal health and wellness-related choices.</p> <p>Persuade others to make positive personal health choices</p> <p>Advocate for healthy mental and emotional communication skills within relationships. Encourage others not to bully or otherwise disrespect a person.</p> <p>Persuade and support others to improve healthy food and beverage choices.</p> <p>Define and explain advocacy for personal safety and violence prevention.</p>	<p>Collaborate with others to advocate for individuals, families, and schools to be ATOD-free</p> <p>State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others. Persuade other to make positive personal health and wellness-related choices.</p> <p>Advocate for personal health practices that avoid or reduce risky sexual behavior.</p> <p>Advocate for healthy mental and emotional communication skills within relationships.</p> <p>Collaborate with others to advocate for healthy eating at home, in school and in the community.</p> <p>State a healthy eating position, supported with accurate information, to improve the health of self and others.</p> <p>Explain why it is important to have empathy (understand the perspectives of others) when resolving conflict situations nonviolently.</p> <p>Explain the importance of being responsible for promoting safety and avoiding or</p>	<p>Collaborate with others to advocate for individuals, families, and schools to be ATOD-free.</p> <p>State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>Persuade other to make positive personal health and wellness-related choices.</p> <p>Advocate for personal health practices that avoid or reduce risky sexual behavior.</p> <p>State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.</p> <p>Advocate for healthy mental and emotional communication skills within relationships</p> <p>Collaborate with others to advocate for healthy eating at home, in school and in the community.</p> <p>Demonstrate how to adapt healthy eating messages for different audiences.</p> <p>Demonstrate how to effectively communicate empathy and support for</p>

	<p>reducing injury within your home, school, and community.</p> <p>Persuade others to prevent violence and practice safety and injury reducing behaviors.</p>	<p>others who are trying to improve personal food choices and healthy eating.</p> <p>State a health-enhancing position on a safety and violence prevention topic, supported with accurate and valid information, to improve the health of others.</p> <p>Collaborate with others to advocate for individuals, families and schools to prevent violence.</p> <p>Demonstrate how to adapt safety and injury and violence prevention messages for different audiences.</p>
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