

Kentucky Academic Standards for Health Education
Grade 6

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

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

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

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