

**Kentucky Academic Standards for Health Education**  
**Grade 8**

<b>Standard 1</b>	<b>Content Comprehension</b>	<b>Performance Indicators</b>
<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><b>8.1.1.</b> Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p><b>8.1.2.</b> Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</p> <p><b>8.1.3.</b> Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p><b>8.1.4.</b> Explain the benefits of living in a diverse society.</p> <p><b>8.1.5.</b> Differentiate healthy and unhealthy relationships.</p> <p><b>8.1.6.</b> Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p><b>8.1.7.</b> Explain climate-related physical conditions that affect personal safety.</p> <p><b>8.1.8.</b> Describe first response procedures needed to treat injuries and other emergencies.</p> <p><b>8.1.9.</b> Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p><b>8.1.10.</b> Describe usual signs and symptoms of common STDs.</p> <p><b>8.1.11.</b> Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p><b>8.1.12.</b> Describe how power and control differences in relationships can contribute to aggression and violence and</p>

		<p>describe how prejudice, discrimination and bias can lead to violence.</p> <p><b>8.1.13.</b> Explain that rape and sexual assault should be reported to a trusted adult.</p>
<b>Standard 2</b>	<b>Practices for Analyzing Influences</b>	<b>Performance Indicators</b>
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><b>8.2.1.</b> Examine how school rules, public health policies and laws can influence personal health and behaviors.</p> <p><b>8.2.2.</b> Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p>
<b>Standard 3</b>	<b>Practices for Accessing Valid Information</b>	<b>Performance Indicators</b>
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><b>8.3.1.</b> Explain health-related situations that call for professional prevention or intervention services.</p> <p><b>8.3.2.</b> Investigate and analyze valid and reliable health-related products and services.</p> <p><b>8.3.3.</b> Locate and access valid and reliable personal health and wellness information from home, school or the community.</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><b>8.4.1.</b> Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p><b>8.4.2.</b> Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p><b>8.4.3.</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>8.4.4.</b> Demonstrate effective conflict management and/or resolution strategies.</p>
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><b>8.5.1.</b> Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p><b>8.5.2.</b> Analyze healthy options when making a decision about health-related issues or problems.</p> <p><b>8.5.3.</b> Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.</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><b>8.6.1.</b> Apply strategies and skills needed to attain personal health goals.</p> <p><b>8.6.2.</b> Explain how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p><b>8.6.3.</b> Set and implement a goal that maintains or improves personal health and/or wellness-related behavior.</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><b>8.7.1.</b> Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p> <p><b>8.7.2.</b> Defend the importance of demonstrating healthy 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.	<p><b>8.8.1.</b> Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p><b>8.8.2.</b> Design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness.</p>