

**Kentucky Academic Standards for Health Education
High School**

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>HS.1.1. Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.</p> <p>HS.1.2. Describe the harmful effects of binge drinking.</p> <p>HS.1.3. Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss.</p> <p>HS.1.4. Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.</p> <p>HS.1.6. Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.</p> <p>HS.1.7. Describe the relationship between diet and chronic diseases.</p> <p>HS.1.8. Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.</p> <p>HS.1.9. Summarize how to make healthy food selections when dining out.</p> <p>HS.1.10. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.</p> <p>HS.1.11. Analyze the interrelationship of physical, mental, emotional, social and spiritual health.</p> <p>HS.1.12. Evaluate effective strategies for dealing with stress.</p> <p>HS.1.13. Determine when to seek help for mental and emotional health problems.</p> <p>HS.1.14. Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.</p>

		<p>HS.1.15. Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.</p> <p>HS.1.16. Analyze the benefits of rest and sleep.</p> <p>HS.1.17. Summarize personal strategies for minimizing potential harm from sun exposure.</p> <p>HS.1.18. Summarize important health screenings, immunizations, checkups and examinations to maintain good health.</p> <p>HS.1.19. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>HS.1.20. Explain accepted procedures for basic emergency care and lifesaving, including CPR.</p> <p>HS.1.21. Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.</p> <p>HS.1.22. Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>HS.1.23. Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>HS.1.24. Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.</p> <p>HS.1.25. Summarize the relationship between the menstrual cycle and conception.</p> <p>HS.1.26. Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.</p> <p>HS.1.27. Describe the increased risks associated with having multiple sexual partners including serial monogamy.</p>
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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>HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.</p> <p>HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.</p> <p>HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.</p> <p>HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety 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>HS.3.1. Evaluate the validity, reliability and accessibility of health information, products and services.</p> <p>HS.3.2. Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.</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>HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HS.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications.</p> <p>HS.4.3. Choose healthy ways to express affection within relationships.</p> <p>HS.4.4. Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</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>HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.</p> <p>HS.5.2. Determine when professional treatment or services are needed for unhealthy behaviors.</p> <p>HS.5.3. Determine when to access professional safety and injury prevention information, services and/or products.</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>HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.</p> <p>HS.6.2. Use goal-setting strategies to develop realistic short- and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.</p> <p>HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</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>HS.7.1. Analyze the role of individual versus societal responsibility for health-related behaviors.</p> <p>HS.7.2. Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.</p> <p>HS.7.3. Design and implement a plan to model healthy physical and emotional health behaviors.</p> <p>HS.7.4. Describe various practices to enhance personal safety.</p> <p>HS.7.5. Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.</p> <p>HS.7.6. Explain the importance of preventative health care necessary to maintain overall wellness.</p>

Standard 8	Practices for Advocating	Performance Indicators
<p>Advocate for personal, family and community health.</p>	<p>Advocacy skills help students promote healthy norms and healthy behaviors.</p>	<p>HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.</p> <p>HS.8.2. Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.</p> <p>HS.8.3. Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity and/or disabilities.</p> <p>HS.8.4. Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others.</p>