

# Kentucky Academic Standards for Health Education

## Grade 1

Standard 1	Content Comprehension	Performance Indicators
Students will comprehend content related to health promotion and disease prevention to enhance health.	The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.	<p><b>1.1.1.</b> Explain the harmful effects of medicines when used incorrectly.</p> <p><b>1.1.2.</b> Describe the types of foods and beverages that should be limited.</p> <p><b>1.1.3.</b> Describe body signals that tell a person when they are hungry and when they are full.</p> <p><b>1.1.4.</b> Identify appropriate ways to express and deal with feelings.</p> <p><b>1.1.5.</b> Describe the difference between bullying and teasing and why it is harmful.</p> <p><b>1.1.6.</b> List ways to prevent harmful effects of the sun.</p> <p><b>1.1.7.</b> Identify ways to prevent the spread of disease-causing germs.</p> <p><b>1.1.8.</b> Identify people who can help when someone is injured or suddenly ill.</p> <p><b>1.1.9.</b> Describe the dangers of experimenting with tobacco.</p> <p><b>1.1.10.</b> Explain what to do if someone is being bullied.</p> <p><b>1.1.11.</b> Explain why everyone has the right to tell others not to touch his or her body.</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><b>1.2.1.</b> Explain how family influences personal health decisions and behaviors.</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>1.3.1.</b> Identify roles and responsibilities of school and community health care helpers.</p> <p><b>1.3.2.</b> Identify trusted adults within your family and the school responsible for keeping you healthy.</p>
<b>Standard 4</b>	<b>Practices for Communication</b>	<b>Performance Indicators</b>
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p><b>1.4.1.</b> Demonstrate effective active listening skills.</p> <p><b>1.4.2.</b> Explain how to effectively communicate needs, wants and feelings in healthy ways.</p> <p><b>1.4.3.</b> Describe appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p><b>1.4.4.</b> Identify a trusted adult with whom to share needs, wants and feelings.</p> <p><b>1.4.5.</b> Identify positive behaviors to show concern for others.</p>
<b>Standard 5</b>	<b>Practices for Decision-Making</b>	<b>Performance Indicators</b>
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p><b>1.5.1.</b> Identify a health-related situation that requires decision-making skills.</p> <p><b>1.5.2.</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>1.5.3.</b> Identify types of situations when health-related decisions must be made.</p>

<b>Standard 6</b>	<b>Practices for Goal-Setting</b>	<b>Performance Indicators</b>
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<b>1.6.1.</b> Identify goals for positive physical, mental and emotional health. <b>1.6.2.</b> Identify steps needed to reach a goal. <b>1.6.3.</b> Describe how others can help achieve goals.
<b>Standard 7</b>	<b>Practices for Health-Enhancing Behaviors</b>	<b>Performance Indicators</b>
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.	<b>1.7.1.</b> Describe personal health habits that promote healthy living. <b>1.7.2.</b> Identify and demonstrate ways to prevent the spreading of disease and other health risks. <b>1.7.3.</b> Identify positive health behaviors regarding personal wellness, physical activity and safety.
<b>Standard 8</b>	<b>Practices for Advocating</b>	<b>Performance Indicators</b>
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<b>1.8.1.</b> Identify healthy behavior choices for self, family and friends.