

Kentucky Core Academic Standards for Primary Health Education

Aligned to National Health Education Standards

Kentucky Department of Education

*The National Health Education Standards (NHES) are provided by the Joint Committee on National Health Education Standards and have been aligned to the corresponding Kentucky Core Academic Standards (KCAS).

♦♦The Kentucky Core Academic Standards are being provided with the codes that are aligned in the Continuous Instructional Improvement Technology System (CIITS).

✓The intent of this NHES alignment document is to show congruence to the KCAS. The alignment is not concrete, the aligned standard in this document may not apply or other NHES may apply depending on how the standard is taught.

[National Health Education Standards](#)

Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3:

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6:

Students will demonstrate the ability to use goal-setting skills to enhance health

Standard 7:

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

Kentucky Core Academic Standards

Primary

1.PL-P-PW: Personal Wellness (Health Education)

Big Idea:

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1 Students effectively use interpersonal skills.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

A.PL-P-PW: Primary Enduring Knowledge – Understandings

Students will understand that

*NHES

PL-P-PW-U-1: individuals have a responsibility to maintain a healthy lifestyle.	7
PL-P-PW-U-2: changes are normal and each individual is unique in the growth and development process.	1
PL-P-PW-U-3: responsibility to others enhances social interactions skills.	4
PL-P-PW-U-4: media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.	2
PL-P-PW-U-5: behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one’s health.	1
PL-P-PW-U-6: positive health habits can help prevent injuries and the spreading of diseases to self and others.	7

B.PL-P-PW-S-PPH: Primary Skills and Concepts – Personal and Physical Health

Students will

*NHES

PL-P-PW-S-PPH1: demonstrate awareness of the concept of responsibility to oneself and others	7, 8
PL-P-PW-S-PPH2: identify relationships between personal health behaviors and individual well-being	7
PL-P-PW-S-PPH3: describe how the family, physical and social environments influence personal health	2
PL-P-PW-S-PPH4: recognize indicators of mental/emotional, social, and physical health during childhood	1

PL-P-PW-S-PPH5: explain why growth and development are unique to each individual	1
PL-P-PW-S-PPH6: describe how diet, exercise, and rest affect the body	7

C.PL-P-PW-S-MEM: Primary Skills and Concepts – Social, Mental and Emotional Health

Students will

*NHES

PL-P-PW-S-SMEM-1: Students will demonstrate social interaction skills by:	4
PL-P-PW-S-SMEM-1.a: using etiquette, politeness, sharing and other positive social interaction skills	4
PL-P-PW-S-SMEM-1.b: working and playing collaboratively in large and small groups	4
PL-P-PW-S-SMEM-1.c: using appropriate means to express needs, wants and feelings	4
PL-P-PW-S-SMEM-1.d: describing characteristics needed to be a responsible friend and family member	4
PL-P-PW-S-SMEM-1.e: practicing attentive listening skills that build and maintain healthy relationships	4
PL-P-PW-S-SMEM-1.f: identifying the differences between verbal and nonverbal communication	4
PL-P-PW-S-SMEM-1.g: identifying social interaction skills that enhance individual health	4
PL-P-PW-S-SMEM-2: explain how an individual's attitude can affect one's personal health	4
PL-P-PW-S-SMEM-2.a: social health: getting along with others, serving as team members	4
PL-P-PW-S-SMEM-2.b: emotional health: expressing feelings, self-concept	4
PL-P-PW-S-SMEM-3: Students will define and identify ways to manage stress (e.g., exercise, drawing/writing/talking about feelings)	1

D.PL-P-PW-S-FCH: Primary Skills and Concepts – Family and Community Health

Student will

*NHES

PL-P-PW-S-FCH-1: Students will describe ways technology and media influence:	2
PL-P-PW-S-FCH-1.a: family	2
PL-P-PW-S-FCH-1.b: feelings and thoughts	2
PL-P-PW-S-FCH-1.c: physical, social, and emotional health	2

E.PL-P-PW-S-DP: Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

*NHES

PL-P-PW-S-DP-1: identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease	7
PL-P-PW-S-DP-2: describe the reasons for regular visits to health care providers	7

F.PL-P-PW-S-ATOD: Primary Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

*NHES

PL-P-PW-S-ATOD-1: identify the differences between the use/misuse of alcohol, tobacco and other drugs and the effects they have on	1
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the body

2.PL-P-N: Nutrition (Health Education)

Big Idea:

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

A.PL-P-N-U: Primary Enduring Knowledge – Understandings

Students will understand that

*NHES

PL-P-N-U-1: proper nutrition is essential to growth and development.	1
PL-P-N-U-2: nutrients provide energy for daily living.	1
PL-P-N-U-3: resources are available to assist in making nutritional choices.	3

B.PL-P-N-S: Primary Skills and Concepts

Students will

*NHES

PL-P-N-S-1: explain why foods are needed by the body (growth, energy)	1
PL-P-N-S-2: identify the six nutrients	1
PL-P-N-S-3: investigate the role of the digestive system in nutrition	1
PL-P-N-S-4: describe the reasons why an individual needs to eat breakfast	1
PL-P-N-S-5: identify the food groups and the recommended number of daily servings to be eaten from each group	1
PL-P-N-S-6: apply the decision-making process in making healthful food choices	5

3.PL-P-S: Safety (Health Education)

Big Idea:

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

A.PL-P-S: Primary Enduring Knowledge – Understandings

Students will understand that

*NHES

PL-P-S-U-1: safety practices and procedures help prevent injuries and provide a safe environment.	1
PL-P-S-U-2: community resources are available to assist in hazardous situations.	3

B.PL-P-S-S: Primary Skills and Concepts

Students will

*NHES

PL-P-S-S-1: explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment	1
PL-P-S-S-2: identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)	1
PL-P-S-S-3: explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)	1
PL-P-S-S-4: demonstrate awareness of how to avoid danger (e.g., fires, strangers)	1
PL-P-S-S-5: identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)	1
PL-P-S-S-6: identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)	3

*KY Core Academic Standards was aligned to National Health Education Standards by Renee White, Ph.D., Coordinated School Health Team, Division of Program Standards, Kentucky Department of Education, September 2012. The National Health Education Standards can be found at <http://www.cdc.gov/HealthyYouth/SHER/standards/>