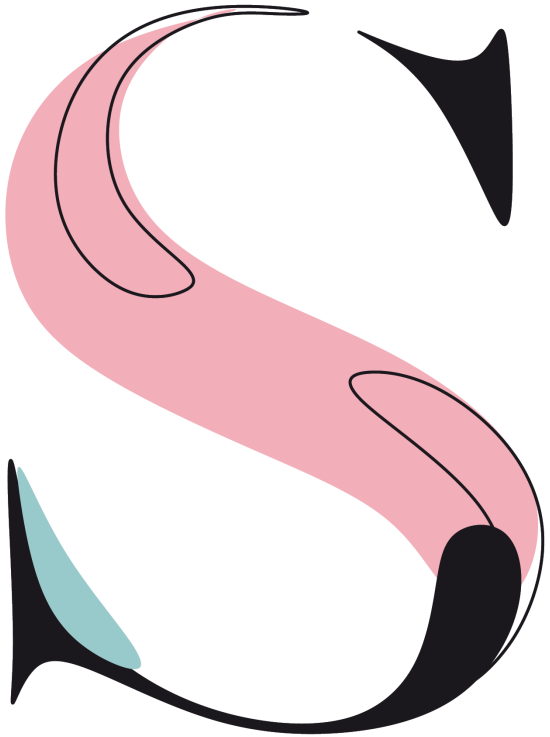
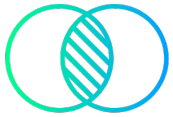


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Kentucky Academic Standards for High School Health Education (2025)

Kentucky Academic Standards for Health Education (2025): https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Health_Education_2025.pdf

Kentucky Academic Standards for Health Education — High School (Grades 9-12) Standards::

Standard 1: Use functional health information to support health and well-being of self and others.

Standard 2: Analyze influences that affect health and well-being, including but not limited to family, peers, culture, media and technology.

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

Standard 5: Use a decision-making process to support health and well-being of self and others.

Standard 6: Use a goal-setting process to support health and well-being of self and others.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8: Advocate to promote health and well-being of self and others.

Adopted June 2025 by the Kentucky Board of Education (704 KAR 8:030), superseding the 2019 Kentucky Academic Standards for Health Education. High school performance indicators are coded [Standard].12.[Indicator #] (e.g., 1.12.1); this alignment covers all 65 Grades 9-12 performance indicators.

Standard 1: Use functional health information to support health and well-being of self and others.		
	1.12.1: Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	**Begin a Term:** Day 1 (Core Scholar, Rewrite your story). **Empathy:** Day 2 (Strength assessment). **Self-Esteem:** Day 2 (Strength log, Internal validation). **Stress:** Day 5-6 (Risk/Protective Factors). **Violence:** Day 5 (Protective Factors).
	1.12.2: Analyze the relationships between various dimensions of wellness as related to health outcomes.	**Mental Health:** Day 1-2 (5 Dimensions, Biopsychosocial). **Body Systems:** Day 1 (Internal Balance). **End a Term:** Day 1 (Homeostasis), Day 2 (Living System).
	1.12.3: Evaluate behaviors that reduce or prevent illnesses and injuries.	**Dangerous Decisions:** Day 1 (Risky Choices), Day 3 (Distracted driving CDC data). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention).
	1.12.4: Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	**Mental Health:** Day 3-4 (Adaptive coping), Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 5-6 (Allergies/EpiPen). **Diseases:** Day 5 (Family History). **First Aid:** Day 4 (Seizures/Asthma).
	1.12.5: Examine connections between individual health literacy, organizational health literacy and health outcomes.	**Diseases:** Day 4 (Media Literacy). **Community Health:** Day 5 (Health Literacy).

	1.12.6: Analyze how individual, interpersonal, community, societal and environmental factors are interrelated and impact health outcomes.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code). **End a Term:** Day 1 (SDOH Scenario 6).
	1.12.7: Analyze the benefits of and barriers to practicing a variety of health behaviors.	**Mental Health:** Day 9-10 (Active seeking). **Stress:** Day 3-4 (Systemic barriers). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	1.12.8: Examine how self-efficacy, perceived susceptibility and perceived severity affect health behaviors.	**Stress:** Day 1-2 (Vulnerability Survey). **Diseases:** Day 4 (Risk assessment), Day 5 (Family History). **First Aid:** Day 1 (Willingness to act, Skill level assessment).
	1.12.9: Analyze the relationship between access to health care and overall health and well-being.	**Mental Health:** Day 5-6 (Minor access laws). **Diseases:** Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	1.12.10: Summarize the relationship between the menstrual cycle and conception.	**Body Systems:** Day 3 (Sperm/Egg production, Hormonal shifts). **Sex Education:** Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).
	1.12.11: Justify abstinence as the most effective method of protection from HIV, other STDs and pregnancy.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice, 45% of teens statistic).
	1.12.12: Explain why individuals have the right to refuse physical and sexual contact.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 9-10 (Ownership/Rights).

	1.12.13: Evaluate the social, cultural and personal factors that influence an individual's right to express or remove consent.	**Mental Health:** Day 7-8 (Digital influence). **Sex Education:** Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).
	1.12.14: Summarize the signs, symptoms, transmission and prevention of sexually transmitted diseases (STDs).	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 7-8 (STI transmission, Testing bookmarks).
	1.12.15: Analyze various contraceptive methods to reduce the risk of pregnancy, HIV and other STDs.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).
	1.12.16: Analyze the short- and long-term health benefits of avoiding or discontinuing the use of nicotine, including financial costs.	**Dangerous Decisions:** Day 2 (Substance impact). **Tobacco:** Day 1 (Prefrontal cortex effects, Vape ad decoding), Day 2 (Tobacco-free advocacy).
	1.12.17: Analyze the short- and long-term health benefits of avoiding or discontinuing the use of alcohol and other drugs, including financial costs.	**Dangerous Decisions:** Day 2 (Tolerance/Dependence). **Alcohol:** Day 3 (AUD chronic nature, Criminal records), Day 4 (Future you letter). **Drugs:** Day 2 (Tolerance), Day 3 (Memory/Breathing impact).
	1.12.18: Summarize personal strategies for minimizing potential harm from sun exposure.	**Diseases:** Day 5 (Lifestyle/Chronic prevention). **First Aid:** Day 3 (Degree of burns), Day 4 (Heat stroke).
	1.12.19: Explain accepted procedures for emergency and lifesaving care, including CPR.	**First Aid:** Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence, ABCDE), Day 4 (Poison Control). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration).

Standard 2: Analyze influences that affect health and well-being, including but not limited to family, peers, culture, media and technology.		
	2.12.1: Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.	**Begin a Term:** Day 1 (Belief formation). **Empathy:** Day 2 (Culture/Technology). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Nutrition:** Day 1-2 (Diet Culture).
	2.12.2: Evaluate how social determinants of health influence health behaviors, health outcomes and health equity.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Diseases:** Day 5 (ZIP code). **End a Term:** Day 1 (SDOH Scenario 6).
	2.12.3: Evaluate how individual, interpersonal, community, societal and environmental influences and factors affect health equity.	**Mental Health:** Day 3-4 (Gender/Race). **Stress:** Day 1-2 (Racism/Sexism). **Diversity:** Day 1 (Systemic privilege), Day 2 (Advocating for Equity). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Drugs:** Day 4 (Systemic inequities/Stigma).
	2.12.4: Formulate strategies to manage influences that impact health and well-being.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 7-8 (Online Hygiene Plan, Digital Balance). **Dangerous Decisions:** Day 3 (Pre-decision challenge).
	2.12.5: Use resources to manage influences that impact health and well-being.	**Mental Health:** Day 1-2 (Counselors/Support groups). **Stress:** Day 1-2 (Wellness centers). **Nutrition:** Day 5-6 (Registered Dietitians vs Influencers). **Sex Education:** Day 1-2 (Counselors).

	2.12.6: Evaluate how technology and social media influence the health of self and others.	**Empathy:** Day 1 (Technology desensitization). **Self-Esteem:** Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas, Digital validation). **Violence:** Day 4 (Technology influences). **Sex Education:** Day 5-6 (Comparison culture).

Standard 3: Access valid and reliable resources to support health and well-being of self and others.		
	3.12.1: Analyze the accessibility of trusted adults, health professionals, other individuals and resources to promote health and well-being.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). **Sex Education:** Day 1-2 (Counselors).
	3.12.2: Analyze supports and barriers to accessing valid and reliable health information, products, services and other resources.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers, Help-seeking). **Nutrition:** Day 3-4 (Food Deserts). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	3.12.3: Evaluate the validity and reliability of health information, products, services and other resources.	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers, Influencer claims). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Tobacco:** Day 1 (Vape ad decoding).
	3.12.4: Use valid and reliable sources of health information, products, services and other resources.	**Stress:** Day 5-6 (988). **Dangerous Decisions:** Day 3 (Distracted driving CDC data). **First Aid:** Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control), Day 5 (Red Cross supplies). **Sex Education:** Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).

	3.12.5: Apply strategies to manage misinformation and disinformation.	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 5-6 (Healthwashing, Influencer claims). **Diseases:** Day 4 (Media Literacy). **Community Health:** Day 5 (Health Literacy).

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.		
	4.12.1: Apply effective verbal and non-verbal communication skills across multiple modes and formats of communication to support health and well-being of self and others.	**Empathy:** Day 1 (Empathetic writing), Day 2 (Active Listening, Tense posture, Emotional vocabulary). **Mental Health:** Day 1-2 (Judgment-free listening). **Stress:** Day 3-4 ("I" statements). **Conflict:** Day 1 (Converting accusations).
	4.12.2: Apply communication skills and strategies within a variety of interpersonal contexts.	**Empathy:** Day 2 (Equitable communication). **Stress:** Day 7-8 (Parent-Teen Communicator, Skills-lab "I" statements). **Conflict:** Day 2 (Clarifying needs, Communication Balance). **Diversity:** Day 2 (Honest dialogue).
	4.12.3: Demonstrate how to ask for and offer assistance to support the health of self and others.	**Mental Health:** Day 5-6 (Seeking support, Listening/Thanking them). **Stress:** Day 3-4 (Help-seeking), Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). **First Aid:** Day 2 (Bystander delegation).
	4.12.4: Use effective communication skills to set and express boundaries as well as grant or withdraw consent in a variety of situations.	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Boundaries). **Self-Esteem:** Day 3 (Boundary practice), Day 5 (Boundary setting). **Sex Education:** Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map).

	4.12.5: Apply refusal skills and strategies in a variety of situations.	**Empathy:** Day 4 (Saying No). **Self-Esteem:** Day 5 (People-pleasing boundaries). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).
	4.12.6: Apply skills and strategies to prevent, manage or resolve conflict.	**Begin a Term:** Day 2 (Agreements). **Conflict:** Day 1 (Assertiveness/I-statements, Conflict styles), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication).
	4.12.7: Demonstrate collaboration skills in a variety of situations.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 5-6 (Planning an initiative). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **First Aid:** Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	4.12.8: Demonstrate negotiation skills in a variety of situations.	**Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).
	4.12.9: Adapt strategies to communicate with others with different perspectives and values in various contexts.	**Empathy:** Day 1 (Respectful dialogue), Day 3 (Challenging generalizations). **Conflict:** Day 1 (Culture of Peace). **Diversity:** Day 1 (Ground rules), Day 2 (Cultural humility, Honest dialogue), Day 3 (Affirming language).
	4.12.10: Communicate with empathy and compassion.	**Empathy:** Day 1 (Empathetic writing, Project Empathy), Day 4 (Mindful empathy), Day 5 (Kindness conversations). **Mental Health:** Day 9-10 (Offering empathy).

Standard 5: Use a decision-making process to support health and well-being of self and others.		
	5.12.1: Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	**Begin a Term:** Day 2 (Vortex of Impact). **Dangerous Decisions:** Day 1 (Risky choice impact). **Violence:** Day 4 (Ripple effects). **Alcohol:** Day 4 (Family addiction roles). **End a Term:** Day 2 (Waves of impact).
	5.12.2: Determine when and why health-related situations require the application of a thoughtful decision-making process.	**Dangerous Decisions:** Day 1 (Decision fatigue, STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **First Aid:** Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario).
	5.12.3: Apply an individual, supported or collaborative decision-making process to maintain or improve health and well-being.	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **First Aid:** Day 2 (Life/Death operations). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).
	5.12.4: Analyze a variety of options based on priorities and potential outcomes when making health-related decisions.	**Self-Esteem:** Day 3 (Voice choice). **Mental Health:** Day 3-4 (Adaptive coping). **Dangerous Decisions:** Day 2 (Substance quiz). **Nutrition:** Day 3-4 (Intentional choice). **Sex Education:** Day 9-10 (Values check).
	5.12.5: Analyze the potential impacts of decisions on the health and well-being within individual, interpersonal, community, societal, cultural and environmental levels.	**Begin a Term:** Day 2 (Vortex of Impact). **Stress:** Day 1-2 (Pressure outcomes). **Diversity:** Day 3 (Dismissive decisions). **Violence:** Day 5 (Intervention choice). **End a Term:** Day 2 (Waves of impact).

	5.12.6: Develop a plan of action to implement health-related decisions.	**Empathy:** Day 4 (Action Plan). **Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 5-6 (Crisis plan). **Stress:** Day 3-4 (Action timeline). **Dangerous Decisions:** Day 1 (Risk Management Plan).
	5.12.7: Evaluate the impacts of supports and barriers that affect decision-making within individual, interpersonal, community, societal, cultural and environmental levels.	**Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers).
	5.12.8: Evaluate the effectiveness of health-related decisions.	**Begin a Term:** Day 1 (Reflection). **Conflict:** Day 2 (Assertive outcomes). **Nutrition:** Day 7-8 (Energy check). **End a Term:** Day 2 (Waves of impact).

Standard 6: Use a goal-setting process to support health and well-being of self and others.		
	6.12.1: Assess personal health, well-being and factors for engaging in a goal-setting process.	**Begin a Term:** Day 1 (Health Mission Statement, Healthy year vision). **Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 5-6 (Balance survey).
	6.12.2: Use an individual, supported, or collaborative goal-setting process as appropriate.	**Empathy:** Day 3 (Active Listening goal). **Mental Health:** Day 5-6 (Support goal). **Nutrition:** Day 9-10 (SMART goal plan).
	6.12.3: Develop a goal and analyze how it supports health and well-being.	**Empathy:** Day 5 (Empathy growth goal). **Stress:** Day 1-2 (Reduction strategy). **Nutrition:** Day 7-8 (Fuel-up goal). **Body Systems:** Day 1 (Homeostasis challenge), Day 3 (Reproductive wellness plan).

	6.12.4: Implement a plan that addresses supports and barriers to attaining a health-related goal.	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 9-10 (Toolkit implementation, Habit building). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	6.12.5: Monitor progress and adjust the goal or plan as appropriate.	**Self-Esteem:** Day 2 (Strength log). **Nutrition:** Day 7-8 (Energy check), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.12.6: Evaluate the goal-setting process and outcomes on health and well-being.	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Stress:** Day 3-4 (Letter to Future Self). **Alcohol:** Day 4 (Future you letter). **End a Term:** Day 1 (Live it Forward challenge, Long-term goal mapping).

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.		
	7.12.1: Analyze supports and barriers to engaging in health-related practices and behaviors.	**Mental Health:** Day 9-10 (School climate). **Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Academic pressure).
	7.12.2: Evaluate practices, behaviors and other factors supporting individual and collective health and well-being.	**Mental Health:** Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Toolkit). **Nutrition:** Day 1-2 (Hydration swap). **Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 5 (Lifestyle/Chronic prevention).

	7.12.3: Adapt practices and behaviors to support individual and collective health and well-being.	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 3-4 (Adaptive coping), Day 7-8 (Digital Balance). **Stress:** Day 5-6 (Temperature Reset), Day 9-10 (Habit building). **Nutrition:** Day 7-8 (Packing snacks).
	7.12.4: Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	**Self-Esteem:** Day 2 (Nature Walk), Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Mindful breathing). **Stress:** Day 1-2 (5-4-3-2-1). **Nutrition:** Day 3-4 (Mindful eating). **First Aid:** Day 2 (Hands-only CPR/AED sequence), Day 5 (Bleeding/Simulations).

Standard 8: Advocate to promote health and well-being of self and others.		
	8.12.1: Examine a variety of factors that affect health advocacy within individual, interpersonal, community, societal and environmental levels.	**Empathy:** Day 3 (Emotional energy advocacy). **Mental Health:** Day 5-6 (Impact on individual/community). **Stress:** Day 5-6 (Stigma, Reducing silence). **Diversity:** Day 1 (Voice impact).
	8.12.2: Advocate for health issues either collaboratively or individually to promote health and well-being.	**Empathy:** Day 1 (Empathy-driven cause). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative). **Stress:** Day 1-2 (Wellness Advocacy Project). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).
	8.12.3: Customize advocacy skills and strategies when addressing a variety of audiences and contexts.	**Conflict:** Day 1-2 (Guidebooks/PSAs). **Diversity:** Day 3 (Media for Equity). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Alcohol:** Day 4 (Safe community advocacy). **Tobacco:** Day 2 (Tobacco-free advocacy).

	8.12.4: Demonstrate self-advocacy skills and strategies to promote health and well-being.	**Self-Esteem:** Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). **Mental Health:** Day 5-6 (Assertiveness). **Sex Education:** Day 9-10 (Ownership/Rights).
	8.12.5: Demonstrate advocacy skills and strategies to promote health and well-being within interpersonal, community, societal and environmental levels.	**Empathy:** Day 5 (40% reduction project). **Diversity:** Day 2 (Advocating for Equity). **Violence:** Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). **Drugs:** Day 3 (Harm reduction leadership). **Environmental Health:** Day 1 (Workplace Hazard reports).
	8.12.6: Evaluate the process, outcomes and impact of advocacy efforts within individual, interpersonal, community, societal and environmental levels.	**Empathy:** Day 5 (Kindness project, 40% reduction project). **Mental Health:** Day 9-10 (Positive culture advocacy). **End a Term:** Day 2 (Breaking cycles of silence).
	8.12.7: Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	**Mental Health:** Day 5-6 (Planning an initiative). **Conflict:** Day 2 (Community accountability). **Nutrition:** Day 9-10 (School Lunch Advocacy). **First Aid:** Day 5 (Emergency leadership). **Community Health:** Day 4 (Public Health Systems).