Kentucky Practical Living

Grades 9, 10, 11, 12

Adopted 2010

Personal Wellness (Health Education)

Enduring Knowledge - Understandings

- individuals have a responsibility to advocate for personal, family and community health.
- inter and intrapersonal communication skills are needed to enhance individual well-being and healthy relationships.
- physical, social, emotional and mental changes occur during adolescence and throughout life.
- decisions regarding sexuality have short and long term consequences and responsibilities.
- the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.
- culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and spreading of diseases to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Skills and Concepts - Personal and Physical Health

- understand the importance of assuming responsibility for personal health behaviors by:
predicting how decisions regarding health behaviors have consequences for self and others
explaining how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)
explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual
- apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan

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evaluate the effectiveness of communication methods for expressing accurate health information and ideas

- evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

Skills and Concepts - Growth and Development

- explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood)

Skills and Concepts - Social, Mental and Emotional Health

- demonstrate social interaction skills by:
identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life
using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship)
recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying
identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance)
- recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health
- demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults
- demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations

Skills and Concepts - Family and Community Health

- access and use a variety of resources from home, school and community that provide valid health information
- understand and analyze how personal, family and community health can be influenced and challenged by:
family traditions/values
peer pressure
technology and media messages
cultural beliefs and diversity
interrelationships between environmental factors and community health
- use print and non-print sources to:
analyze how the prevention and the control of health problems are influenced by research and medical advances
investigate the role of health care providers in disease prevention
analyze how public health policies and government regulations influence health promotion and disease prevention

Skills and Concepts - Communicable, Non-Communicable and Chronic Diseases Prevention

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- demonstrate an understanding of diseases by:
describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)
describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)
- explore family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
- demonstrate an understanding of how to maintain a healthy body by: analyzing the impact of personal health behaviors on the functioning of body systems
analyzing how behavior can impact health maintenance and disease prevention during adolescence and adulthood

Skills and Concepts - Alcohol, Tobacco and Other Drugs

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual's health
recommending interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self-esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders)

Nutrition (Health Education)

Enduring Knowledge - Understandings

- nutritional choices affect an individual's physical, mental, emotional and social well-being.
- nutrients have a role in the development of an individual's health.
- resources (e.g., Food Guide Pyramid, Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy Council) are available to assist in making nutritional choices.
- individuals, families and community values influence nutritional choices.

Skills and Concepts

- create meal plans utilizing print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy council)
- evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs
- analyze and evaluate the positive and negative impact of food selections on maintaining and promoting health

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- identify issues, problems and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia)

- analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices
- evaluate the role of nutrients and food sources in the growth and development of healthy bodies
- evaluate nutritional resources from home, school and community that provide valid health information

Safety (Health Education)

Enduring Knowledge - Understandings

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community, state, federal and international resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

Skills and Concepts

- analyze how responsible use of machinery and motorized vehicles (e.g., all-terrain vehicle, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives
- identify and describe potential hazards in home and schools and explain how to prevent injuries
- identify components of safety needed in developing a personal plan for emergency situations (e.g., weather, fire, tornado, lock down) at home or school
- demonstrate proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives
- demonstrate refusal, negotiation and collaboration skills needed to avoid potentially harmful situations
- identify and access the available local, state, federal and international health and safety agencies (e.g., World Health Organization, Peace Corp, Center for Disease Control and Prevention (CDC), Armed Forces) and explain the services they provide
- use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
- demonstrate communications skills needed in emergency situations
- explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals

Psychomotor Skills (Pl

Enduring Knowledge - Understandings

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- movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.

- motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.
- basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills.

Skills and Concepts

- identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities
- analyze the contribution mechanical principles have in improving movement performance
- explain how successful performance is impacted by physical, intellectual and emotional behaviors
- provide examples of how basic technical skills can help overcome certain physical limitations (e.g., height, muscle development)
- explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities
- recognize physical activity as an opportunity for positive social and group interaction
- evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances

Lifetime Physical Wellness (Physical Education)

Enduring Knowledge - Understandings

- leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
- regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.
- techniques, strategies and practice are important for improving performance of sport skills.
- adhering to rules and procedures, etiquette, cooperation and team work, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.
- basic components of fitness impacts lifetime physical wellness.
- principles and techniques are used to improve/maintain physical fitness levels throughout life.
- an individual needs a personal plan for achieving and maintaining fitness goals.

Skills and Concepts

- design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities

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- evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life
- analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development
- evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback)
- participate regularly in physical activity
- when participating in a variety of physical activities, sports and games: identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution
develop and compare effectiveness of game strategies for offensive and defensive play
- design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)
- compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)
- explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise
- analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity