Kansas Model Curricular Standards for Health Education
2018

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Special thanks are extended to the above list of committee members. The extensive hours spent on this document reflects the dedication and commitment this group has to the youth of Kansas.

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Introduction to the Kansas K-12 Health Education Standards

Background

Kansas schools have a long history of providing health education to students. While some schools offer more health curricula than others, most offer some type of health education during grades K-12, most notably puberty education for grades 4-6, and a required health class, usually in grades 7, 8, 9, or 10.

Research studies show that healthy kids do better in school and score higher on achievement tests. In the 1990s, educators nationwide realized the need for a set of national health education standards that states could use as a template. In 1995, the National Committee for Health Health Education Standards created seven national health education standards with K-12 benchmarks that covered the ten content areas of health and the Centers for Disease Control's (CDC) six risk behaviors for adolescents.

In 2004, the Kansas State Department of Education (KSDE) recognized the need for Kansas to have its own set of health education standards. The standards were then approved by the Kansas State Board of Education in 2006.

In January of 2018, a committee of K-12 health and physical educators and higher education health professionals convened to revise the current health education standards. In September of 2018, the proposed revisions were presented to the State Board of Education and were then approved in November of 2018.

How to Use the Standards

The Kansas Health Education Standards are to be used to plan and implement K-12 health education in Kansas schools. Although health education is non-assessed in the Kansas Education Systems Accreditation (KESA) guidelines, it is an important content area. This document provides an outline of recommendations for quality health education instruction for Kansas students.

The Health Education Standards Committee believes that parents should be involved with the health education of their children. Parents are encouraged to visit with their schools' health teachers about the health topics that will be covered in class and to talk with their children about these health issues.

The Kansas Health Education Standards are divided into four sections: K-2, 3-5, 6-8, 9-12. They were created using the national standards as a template (available at www.shapeamerica.org) , but the benchmarks were edited to make the standards more user-friendly for Kansas teachers. Research shows that elementary students who are given nutrition, physical activity, and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance abuse. Students in grades 5-12 who receive health education focused on the CDC's adolescent risk behaviors also eat healthier, exercise more, resist substance abuse, avoid intentional and unintentional injury, and also delay sexual activity.

The Kansas Health Education Standards Revision Committee feels strongly that health education for Kansas students should be implemented throughout grades K-12 and we encourage teachers to dialogue with their administration regarding ways to strengthen health education in Kansas schools. While the Kansas State Department of Education does not endorse any particular curricula, there are a number of affordable, researched based, K-12 health education curricula currently available to school districts at reasonable costs.

Conclusion

The Health Education Standards Revision Committee hopes these standards will be helpful to you and we applaud your commitment to providing quality health education for Kansas children and teens. If you have questions regarding these standards, please contact: Mark Thompson, Education Program Consultant, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, Kansas 66612 (785) 296-6823

Kansas Health Content Areas

- **Community Health**
- **Consumer Health**
- **Environmental Health**
- **Family Life, Relationships and Human Sexuality**
- **Injury Prevention and Safety**
- **Mental and Emotional Health**
- **Nutrition**
- **Personal Health**
- **Prevention and Control of Disease**
- **Substance Use, Abuse and Addiction**

Kansas Health Education Standards
Content Standards for Community Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Community Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.) **2.2** Local community needs/issues/events **2.3** Healthy Communities (home, neighborhoods, school, etc.)
3-5	**5.1** Community helpers and their roles within communities **5.2** Local community needs/issues/events **5.3** Structure of communities **5.4** Individual roles in maintaining a healthy community
6-8	**8.1** Resources in the community for improved health **8.2** Local community needs/issues/events **8.3** Local/state laws, ordinances, and policies for a healthy community **8.4** Impact of participation and engagement within the community **8.5** Global health issues
9-12	**12.1** Local community needs/issues/events **12.2** Local/state laws, ordinances, and policies for a healthy community **12.3** Value of community interactions **12.4** Strategies to maintain a healthy community **12.5** Personal service for the betterment of the community **12.6** Global health issues

Kansas Health Education Standards
Content Standards for Consumer Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Consumer Health

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Reliable health-care products, safety professionals, and services **2.2** Safety rules for using medicines and health-care products **2.3** Interpersonal and intrapersonal influences on health choices
3-5	**5.1** Validity of information on health care products and services **5.2** Hazards and benefits of medicines and health-care products **5.3** Interpersonal and intrapersonal influences on health choices **5.4** Validity of product claims
6-8	**8.1** Validity of information on health care products and services **8.2** Adolescent health care product information **8.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **8.4** Informed consumer choices regarding health **8.5** Seek reliable consumer health advice **8.6** Importance of local and state health policies
9-12	**12.1** Availability and accessibility of health-care services **12.2** Adolescent health-care products and services **12.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **12.4** Characteristics of informed consumers **12.5** Seek reliable advice regarding consumer health choices **12.6** Role of media in disseminating health information **12.7** Basic health insurance terminology

Kansas Health Education Standards
Content Standards for Environmental Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Environmental Health

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Healthy and clean communities **2.2** Reduce, reuse, recycle, and alternatives **2.3** Types of pollution **2.4** Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)
3-5	**5.1** Healthy and clean communities **5.2** Reduce, reuse, recycle, and alternatives **5.3** Types and effects of pollution **5.4** Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)
6-8	**8.1** Personal responsibility for community environmental issues **8.2** Reduce, reuse, recycle, and alternatives **8.3** Types and effects of pollution **8.4** Environmental influences on health **8.5** Local and state environmental issues **8.6** Laws, ordinances, and policies
9-12	**12.1** Personal responsibility for community environmental issues **12.2** Reduce, reuse, recycle and alternatives **12.3** Relationship between environment, disease, and health **12.4** Local, state, and global environmental issues **12.5** Laws, ordinances, and policies

Kansas Health Education Standards
Content Standards for Family Life, Relationships and Human Sexuality

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Family Life, Relationships and Human Sexuality

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Stages of growth and development **2.2** Body parts and their functions **2.3** Five senses **2.4** Similarities and differences as individuals and families **2.5** Adapting to changes within families **2.6** Responsibilities/roles of family members
3-5	**5.1** Building healthy relationships **5.2** Changes associated with puberty **5.3** Respect yourself and others **5.4** Adapting to changes within families **5.5** Stages of development
6-8	**8.1** Changes during puberty **8.2** Refusal skills **8.3** Responsible behaviors within relationships (communication, abstinence, etc.) **8.4** Male and female reproductive systems **8.5** Potential outcomes of sexual activity **8.6** Seeking reliable adult advice regarding relationships, dating, and sexual activity **8.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)
9-12	**12.1** Adapting to changes associated with puberty **12.2** Adapting to change within the family **12.3** Changing responsibilities from adolescence to adulthood **12.4** Responsible behaviors within relationships (communication, abstinence, etc.) **12.5** Potential outcomes of sexual activity (STIs, pregnancy, etc.)

	12.6 Impact of media and technology on sexual behaviors **12.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.) **12.8** Differences between individual, family, culture, community, and global values

Kansas Health Education Standards
Content Standards for Injury Prevention and Safety

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Injury Prevention and Safety

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.) **2.2** Emergency and non-emergency situations **2.3** Refusal skills and decision making, to reduce accidents and injuries **2.4** Responding to unwanted, threatening, or dangerous situations **2.5** Strategies to report verbal, mental and physical harm **2.6** Conflict resolution steps **2.7** Dangers of poisons
3-5	**5.1** Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.) **5.2** Regularly and properly use safety equipment **5.3** Proper responses to emergency situations **5.4** Refusal skills and decision making, to reduce accidents and injuries **5.5** Basic first aid (including when to call 911, etc.) **5.6** Resources for injury prevention **5.7** Safety when using the internet and other technology **5.8** Non-violent strategies to manage or resolve conflicts
6-8	**8.1** Basic first aid skills (including bloodborne pathogens) **8.2** Injury prevention at home, school and community **8.3** Prevention for sports, physical activity and recreation related injury **8.4** Resources for safety and injury prevention and response (school, work, community, home, etc.) **8.5** Intentional and unintentional injury **8.6** Prevention and response to physical violence (guns and/or weapons and bullying) **8.7** Prevention and response to mental violence (bullying and abuse)

	8.8 Prevention and response to sexual violence (harassment, assault, rape, and abuse) **8.9** Prevention and response to social violence (relationships, conflict resolution, and cyber) **8.10** Media safety (social media, cyber, TV, music, advertising, etc.) **8.11** Weather related safety (supplies, shelter, etc.)
9-12	**12.1** Basic first aid skills **12.2** Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines **12.3** Resources to prevent and avoid violence **12.4** Prevention and response to physical violence (guns and/or weapons and bullying) **12.5** Prevention and response to mental violence (bullying and abuse) **12.6** Prevention and response to social violence (relationships, conflict resolution, and cyber) **12.7** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **12.8** Media safety (social media, cyber, TV, music, advertising, etc.) **12.9** Causes of conflict and non-violent conflict resolutions **12.10** Consequences of violence (school policies, laws, etc.)

Kansas Health Education Standards
Content Standards for Mental and Emotional Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Mental and Emotional Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Healthy ways to communicate needs, wants, and feelings **2.2** Communicating care, consideration, and respect **2.3** Development of coping skills **2.4** Positive body images and self-esteem **2.5** Bullying/harassment prevention
3-5	**5.1** Appropriate methods of expressing feelings **5.2** Expressing wants and needs in a productive and healthy manner **5.3** Care, consideration, and respect to self and others **5.4** Stress management and coping skills **5.5** Interpersonal and intrapersonal motivation for self-efficacy **5.6** Relationship between body image and self-esteem **5.7** Techniques to prevent bullying
6-8	**8.1** Importance of expressing emotions in a productive and healthy manner **8.2** Character development **8.3** Mental health terminology **8.4** Stress management and coping skills **8.5** Coping with loss and grief **8.6** Characteristics of healthy and unhealthy relationships **8.7** Relationship between body image and self-esteem **8.8** Impact of media on self-esteem **8.9** Bullying/harassment prevention
9-12	**12.1** Importance of expressing emotions in a productive and healthy manner **12.2** Mental illnesses **12.3** Stigmas associated with mental illness **12.4** Avoiding negative self-talk, self-harm, and suicide

	12.5 Coping skills (grief, stress, depression, bullying, anxiety, etc.) **12.6** Characteristics of healthy and unhealthy relationships **12.7** Healthy versus unhealthy body image

Kansas Health Education Standards
Content Standards for Nutrition

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Nutrition

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Digestion **2.2** Role of food and nutrients in providing energy **2.3** Balanced diet **2.4** Impact of food choices **2.5** Food groups **2.6** Daily requirements for water **2.7** Safe food-handling practices **2.8** Relationship between exercise and nutrition
3-5	**5.1** Digestive system (basic function and organs) **5.2** Calories **5.3** Food groups **5.4** Healthy nutrition guidelines **5.5** Nutritional needs through stages of development **5.6** Food labels **5.7** Energy and nutrients **5.8** Food health policies **5.9** Eating disorders/dysfunctions **5.10** Links between nutrition and illness **5.11** Energy drinks **5.12** Informed food selection **5.13** Impact of food choices
6-8	**8.1** Nutritional needs through stages of development **8.2** Meal planning and budgeting

	8.3 Safe storage and food handling **8.4** Nutritional goals **8.5** Community nutrition efforts **8.6** Food labels **8.7** Eating disorders/dysfunctions **8.8** Dietary guidelines **8.9** Establishing and maintaining healthy eating practices **8.10** Factors in weight control **8.11** Food packaging and advertising **8.12** Nutritional supplements **8.13** Impact of food choices
9-12	**12.1** Nutritional needs through stages of development **12.2** Meal planning and budgeting **12.3** Food safety **12.4** Nutritional value of foods **12.5** Cultural and ethnic food choices **12.6** Food labels **12.7** Eating disorders/dysfunctions **12.8** Healthy eating patterns **12.9** Essential nutrients **12.10** Performance enhancing beverages/supplements **12.11** Impact of food choices

Kansas Health Education Standards
Content Standards for Personal Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Personal Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Functions of major body organs **2.2** Maintaining clean skin, hair, teeth and clothes **2.3** Heart-healthy activities and the benefits of exercise **2.4** Importance of personal health and to seek health care **2.5** Healthy and unhealthy behaviors impact personal health and self-worth
3-5	**5.1** Function and anatomy of the body systems **5.2** Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.) **5.3** Benefits of exercise **5.4** Importance and strategies to seek personal health care **5.5** Relationship between emotional, mental, social, and physical health **5.6** Value and impact of sleep on the body
6-8	**8.1** Major body systems, anatomy, functions, relationships between systems **8.2** Proper adolescent hygiene habits **8.3** Purpose, examples, and benefits of daily exercise **8.4** Importance and strategies to seek personal health care **8.5** Develop positive relationships **8.6** Recommended sleep amounts
9-12	**12.1** Major body systems, anatomy, functions, relationships between systems and connection to disease **12.2** Proper adolescent hygiene habits **12.3** Leading causes of death and risk behaviors **12.4** Traits and skills of lifelong learners **12.5** Components of wellness

Kansas Health Education Standards
Content Standards for Prevention & Control of Disease

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Prevention & Control of Disease

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Health plan for germ protection for disease prevention **2.2** Common childhood illnesses and symptoms **2.3** Communicable and non-communicable illnesses **2.4** Roles of the body and medicines in preventing germs **2.5** Relationship between nutrition, exercise and disease prevention **2.6** Types of germs and transmissions **2.7** Purpose of immunizations **2.8** Importance of routine check-ups
3-5	**5.1** Health plan for germ protection for disease prevention **5.2** Common allergies and illnesses, symptoms and management **5.3** Communicable and non-communicable illnesses **5.4** Roles of the body and medicines in protecting against germs **5.5** Relationship between lifestyle choices and disease prevention **5.6** Bacterial, viral, and fungal infections **5.7** Structure and functions of the immune system
6-8	**8.1** Disease prevention skills **8.2** Common causes of death, illness and disorders **8.3** Communicable and noncommunicable diseases **8.4** Medical resources, health screenings and treatment methods for disease **8.5** Relationship between lifestyle choices and disease prevention **8.6** Differences between bacterial, viral and fungal infections **8.7** Structure/function of the immune system
9-12	**12.1** Disease prevention skills **12.2** Common causes of diseases, illness and disorders

	12.3 Influence of heredity and diseases **12.4** Medical resources, health screenings and treatment methods for disease **12.5** Relationship between lifestyle choices and disease prevention **12.6** Current healthcare issues

Kansas Health Education Standards
Content Standards for Substance Use, Abuse and Addiction

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Substance Use and Abuse & Addiction

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Drug types and dangers of each (alcohol, tobacco, other illegal drugs) **2.2** Helpful and harmful drugs **2.3** Appropriate use of medicine **2.4** Safe choices with medicines and drugs **2.5** Effects of medicines and drugs **2.6** Refusal skills
3-5	**5.1** Types of tobacco products and the risks of using these products **5.2** Dangers of misuse and abuse of drugs **5.3** Proper use of over the counter and prescription medicines **5.4** Short-term and long-term effects of drugs **5.5** Rules and laws for medicines and drugs **5.6** Physical and psychological addictions **5.7** Values and social behaviors in preventing drug use **5.8** Resources and trusted experts on drugs and medicines **5.9** Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living
6-8	**8.1** Effects and consequences of nicotine use (all forms) **8.2** Effects and consequences of alcohol use **8.3** Effects and consequences of illegal drug use **8.4** Cumulative risk behaviors (patterns, gateway drugs, etc.) **8.5** Correct use, misuse and abuse of drugs **8.6** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **8.7** Addiction and tolerance **8.8** Addictive substances and effects on all dimensions of health **8.9** Media, social influences, and peer pressure of drug usage

	8.10 Rules and laws for medicines and drugs **8.11** Safe alternatives to medicine **8.12** Treatment, intervention and prevention of drug overdose, dependency, and abuse
9-12	**12.1** Effects and consequences of nicotine use (all forms) **12.2** Effects and consequences of alcohol use **12.3** Effects and consequences of illegal drug use **12.4** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **12.5** Cumulative risk behaviors (patterns, gateway drugs, etc.) **12.6** Unsafe situations involving drugs, including alcohol **12.7** Helpful and harmful use of prescription and non-prescription drugs **12.8** Strategies to resist peer pressure to engage in substance abuse **12.9** Media, social influences, and societal pressure of drug usage **12.10** Rules and laws for medicines and drugs **12.11** Safe alternatives to medicine **12.12** Government policies and global issues in drug trends

Kansas Health Education Standards
Content Standards for K-2

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**2.1** Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.) **2.2** Local community needs/issues/events **2.3** Healthy Communities (home, neighborhoods, school, etc.)
Consumer Health	**2.1** Reliable health-care products, safety professionals, and services **2.2** Safety rules for using medicines and health-care products **2.3** Interpersonal and intrapersonal influences on health choices
Environmental Health	**2.1** Healthy and clean communities **2.2** Reduce, reuse, recycle, and alternatives **2.3** Types of pollution **2.4** Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)
Human Sexuality and Relationships	**2.1** Stages of growth and development **2.2** Body parts and their functions **2.3** Five senses **2.4** Similarities and differences as individuals and families **2.5** Adapting to changes within families **2.6** Responsibilities/roles of family members
Injury Prevention and Safety	**2.1** Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.) **2.2** Emergency and non-emergency situations **2.3** Refusal skills and decision making, to reduce accidents and injuries **2.4** Responding to unwanted, threatening, or dangerous situations **2.5** Strategies to report verbal, mental and physical harm **2.6** Conflict resolution steps **2.7** Dangers of poisons

Mental and Emotional Health	**2.1** Healthy ways to communicate needs, wants, and feelings **2.2** Communicating care, consideration, and respect **2.3** Development of coping skills **2.4** Positive body images and self-esteem **2.5** Bullying/harassment prevention
Nutrition	**2.1** Digestion **2.2** Role of food and nutrients in providing energy **2.3** Balanced diet **2.4** Impact of food choices **2.5** Food groups **2.6** Daily requirements for water **2.7** Safe food-handling practices **2.8** Relationship between exercise and nutrition
Personal Health	**2.1** Functions of major body organs **2.2** Maintaining clean skin, hair, teeth and clothes **2.3** Heart-healthy activities and the benefits of exercise **2.4** Importance of personal health and to seek health care **2.5** Healthy and unhealthy behaviors impact personal health and self-worth
Prevention & Control of Disease	**2.1** Health plan for germ protection for disease prevention **2.2** Common childhood illnesses and symptoms **2.3** Communicable and non-communicable illnesses **2.4** Roles of the body and medicines in preventing germs **2.5** Relationship between nutrition, exercise and disease prevention **2.6** Types of germs and transmissions **2.7** Purpose of immunizations **2.8** Importance of routine check-ups

Substance Use and Abuse & Addiction	**2.1** Drug types and dangers of each (alcohol, tobacco, other illegal drugs) **2.2** Helpful and harmful drugs **2.3** Appropriate use of medicine **2.4** Safe choices with medicines and drugs **2.5** Effects of medicines and drugs **2.6** Refusal skills

Kansas Health Education Standards
Content Standards for 3-5

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**5.1** Community helpers and their roles within communities **5.2** Local community needs/issues/events **5.3** Structure of communities **5.4** Individual roles in maintaining a healthy community
Consumer Health	**5.1** Validity of information on health care products and services **5.2** Hazards and benefits of medicines and health-care products **5.3** Interpersonal and intrapersonal influences on health choices **5.4** Validity of product claims
Environmental Health	**5.1** Healthy and clean communities **5.2** Reduce, reuse, recycle, and alternatives **5.3** Types and effects of pollution **5.4** Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)
Human Sexuality and Relationships	**5.1** Building healthy relationships **5.2** Changes associated with puberty **5.3** Respect yourself and others **5.4** Adapting to changes within families **5.5** Stages of development
Injury Prevention and Safety	**5.1** Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.) **5.2** Regularly and properly use safety equipment **5.3** Proper responses to emergency situations **5.4** Refusal skills and decision making, to reduce accidents and injuries **5.5** Basic first aid (including when to call 911, etc.) **5.6** Resources for injury prevention

	5.7 Safety when using the internet and other technology **5.8** Non-violent strategies to manage or resolve conflicts
Mental and Emotional Health	**5.1** Appropriate methods of expressing feelings **5.2** Expressing wants and needs in a productive and healthy manner **5.3** Care, consideration, and respect to self and others **5.4** Stress management and coping skills **5.5** Interpersonal and intrapersonal motivation for self-efficacy **5.6** Relationship between body image and self-esteem **5.7** Techniques to prevent bullying
Nutrition	**5.1** Digestive system (basic function and organs) **5.2** Calories **5.3** Food groups **5.4** Healthy nutrition guidelines **5.5** Nutritional needs through stages of development **5.6** Food labels **5.7** Energy and nutrients **5.8** Food health policies **5.9** Eating disorders/dysfunctions **5.10** Links between nutrition and illness **5.11** Energy drinks **5.12** Informed food selection **5.13** Impact of food choices
Personal Health	**5.1** Function and anatomy of the body systems **5.2** Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.) **5.3** Benefits of exercise **5.4** Importance and strategies to seek personal health care **5.5** Relationship between emotional, mental, social, and physical health **5.6** Value and impact of sleep on the body

Prevention & Control of Disease	**5.1** Health plan for germ protection for disease prevention **5.2** Common allergies and illnesses, symptoms and management **5.3** Communicable and non-communicable illnesses **5.4** Roles of the body and medicines in protecting against germs **5.5** Relationship between lifestyle choices and disease prevention **5.6** Bacterial, viral, and fungal infections **5.7** Structure and functions of the immune system
Substance Use and Abuse & Addiction	**5.1** Types of tobacco products and the risks of using these products **5.2** Dangers of misuse and abuse of drugs **5.3** Proper use of over the counter and prescription medicines **5.4** Short-term and long-term effects of drugs **5.5** Rules and laws for medicines and drugs **5.6** Physical and psychological addictions **5.7** Values and social behaviors in preventing drug use **5.8** Resources and trusted experts on drugs and medicines **5.9** Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living

Kansas Health Education Standards
Content Standards for 6-8

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**8.1** Resources in the community for improved health **8.2** Local community needs/issues/events **8.3** Local/state laws, ordinances, and policies for a healthy community **8.4** Impact of participation and engagement within the community **8.5** Global health issues
Consumer Health	**8.1** Validity of information on health care products and services **8.2** Adolescent health care product information **8.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **8.4** Informed consumer choices regarding health **8.5** Seek reliable consumer health advice **8.6** Importance of local and state health policies
Environmental Health	**8.1** Personal responsibility for community environmental issues **8.2** Reduce, reuse, recycle, and alternatives **8.3** Types and effects of pollution **8.4** Environmental influences on health **8.5** Local and state environmental issues **8.6** Laws, ordinances, and policies
Human Sexuality and Relationships	**8.1** Changes during puberty **8.2** Refusal skills **8.3** Responsible behaviors within relationships (communication, abstinence, etc.) **8.4** Male and female reproductive systems **8.5** Potential outcomes of sexual activity **8.6** Seeking reliable adult advice regarding relationships, dating, and sexual activity **8.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)

Injury Prevention and Safety	**8.1** Basic first aid skills (including bloodborne pathogens) **8.2** Injury prevention at home, school and community **8.3** Prevention for sports, physical activity and recreation related injury **8.4** Resources for safety and injury prevention and response (school, work, community, home, etc.) **8.5** Intentional and unintentional injury **8.6** Prevention and response to physical violence (guns and/or weapons and bullying) **8.7** Prevention and response to mental violence (bullying and abuse) **8.8** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **8.9** Prevention and response to social violence (relationships, conflict resolution, and cyber) **8.10** Media safety (social media, cyber, TV, music, advertising, etc.) **8.11** Weather related safety (supplies, shelter, etc.)
Mental and Emotional Health	**8.1** Importance of expressing emotions in a productive and healthy manner **8.2** Character development **8.3** Mental health terminology **8.4** Stress management and coping skills **8.5** Coping with loss and grief **8.6** Characteristics of healthy and unhealthy relationships **8.7** Relationship between body image and self-esteem **8.8** Impact of media on self-esteem **8.9** Bullying/harassment prevention
Nutrition	**8.1** Nutritional needs through stages of development **8.2** Meal planning and budgeting **8.3** Safe storage and food handling **8.4** Nutritional goals **8.5** Community nutrition efforts **8.6** Food labels **8.7** Eating disorders/dysfunctions **8.8** Dietary guidelines **8.9** Establishing and maintaining healthy eating practices

	8.10 Factors in weight control **8.11** Food packaging and advertising **8.12** Nutritional supplements **8.13** Impact of food choices
Personal Health	**8.1** Major body systems, anatomy, functions, relationships between systems **8.2** Proper adolescent hygiene habits **8.3** Purpose, examples, and benefits of daily exercise **8.4** Importance and strategies to seek personal health care **8.5** Develop positive relationships **8.6** Recommended sleep amounts
Prevention & Control of Disease	**8.1** Disease prevention skills **8.2** Common causes of death, illness and disorders **8.3** Communicable and noncommunicable diseases **8.4** Medical resources, health screenings and treatment methods for disease **8.5** Relationship between lifestyle choices and disease prevention **8.6** Differences between bacterial, viral and fungal infections **8.7** Structure/function of the immune system
Substance Use and Abuse & Addiction	**8.1** Effects and consequences of nicotine use (all forms) **8.2** Effects and consequences of alcohol use **8.3** Effects and consequences of illegal drug use **8.4** Cumulative risk behaviors (patterns, gateway drugs, etc.) **8.5** Correct use, misuse and abuse of drug **8.6** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **8.7** Addiction and tolerance **8.8** Addictive substances and effects on all dimensions of health **8.9** Media, social influences, and peer pressure of drug usage **8.10** Rules and laws for medicines and drugs **8.11** Safe alternatives to medicine **8.12** Treatment, intervention and prevention of drug overdose, dependency, and abuse

Kansas Health Education Standards
Content Standards for 9-12

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**12.1** Local community needs/issues/events **12.2** Local/state laws, ordinances, and policies for a healthy community **12.3** Value of community interactions **12.4** Strategies to maintain a healthy community **12.5** Personal service for the betterment of the community **12.6** Global health issues
Consumer Health	**12.1** Availability and accessibility of health-care services **12.2** Adolescent health-care products and services **12.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **12.4** Characteristics of informed consumers **12.5** Seek reliable advice regarding consumer health choices **12.6** Role of media in disseminating health information **12.7** Basic health insurance terminology
Environmental Health	**12.1** Personal responsibility for community environmental issues **12.2** Reduce, reuse, recycle and alternatives **12.3** Relationship between environment, disease, and health **12.4** Local, state, and global environmental issues **12.5** Laws, ordinances, and policies
Human Sexuality and Relationships	**12.1** Adapting to changes associated with puberty **12.2** Adapting to change within the family **12.3** Changing responsibilities from adolescence to adulthood

	12.4 Responsible behaviors within relationships (communication, abstinence, etc.) **12.5** Potential outcomes of sexual activity (STIs, pregnancy, etc.) **12.6** Impact of media and technology on sexual behaviors **12.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.) **12.8** Differences between individual, family, culture, community, and global values
Injury Prevention and Safety	**12.1** Basic first aid skills **12.2** Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines **12.3** Resources to prevent and avoid violence **12.4** Prevention and response to physical violence (guns and/or weapons and bullying) **12.5** Prevention and response to mental violence (bullying and abuse) **12.6** Prevention and response to social violence (relationships, conflict resolution, and cyber) **12.7** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **12.8** Media safety (social media, cyber, TV, music, advertising, etc.) **12.9** Causes of conflict and non-violent conflict resolutions **12.10** Consequences of violence (school policies, laws, etc.)
Mental and Emotional Health	**12.1** Importance of expressing emotions in a productive and healthy manner **12.2** Mental illnesses **12.3** Stigmas associated with mental illness **12.4** Avoiding negative self-talk, self-harm, and suicide **12.5** Coping skills (grief, stress, depression, bullying, anxiety, etc.) **12.6** Characteristics of healthy and unhealthy relationships **12.7** Healthy versus unhealthy body image
Nutrition	**12.1** Nutritional needs through stages of development **12.2** Meal planning and budgeting **12.3** Food safety **12.4** Nutritional value of foods **12.5** Cultural and ethnic food choices **12.6** Food labels

	12.7 Eating disorders/dysfunctions **12.8** Healthy eating patterns **12.9** Essential nutrients **12.10** Performance enhancing beverages/supplements **12.11** Impact of food choices
Personal Health	**12.1** Major body systems, anatomy, functions, relationships between systems and connection to disease **12.2** Proper adolescent hygiene habits **12.3** Leading causes of death and risk behaviors **12.4** Traits and skills of lifelong learners **12.5** Components of wellness
Prevention & Control of Disease	**12.1** Disease prevention skills **12.2** Common causes of diseases, illness and disorders **12.3** Influence of heredity and diseases **12.4** Medical resources, health screenings and treatment methods for disease **12.5** Relationship between lifestyle choices and disease prevention **12.6** Current healthcare issues
Substance Use and Abuse & Addiction	**12.1** Effects and consequences of nicotine use (all forms) **12.2** Effects and consequences of alcohol use **12.3** Effects and consequences of illegal drug use **12.4** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **12.5** Cumulative risk behaviors (patterns, gateway drugs, etc.) **12.6** Unsafe situations involving drugs, including alcohol **12.7** Helpful and harmful use of prescription and non-prescription drugs **12.8** Strategies to resist peer pressure to engage in substance abuse **12.9** Media, social influences, and societal pressure of drug usage **12.10** Rules and laws for medicines and drugs **12.11** Safe alternatives to medicine **12.12** Government policies and global issues in drug trends

Sample Opt-In Letter

PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION

Course:_____ Teacher(s):_____

School:_____ Phone:_____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

NOTE: Opt-in letters work differently than opt-out letters you may have worked with before, in this or other school districts. The school must have a signed form from every student's parent/guardian indicating that the student has permission to participate in the human sexuality curriculum. Failure of a parent/guardian to return a signed form means the student will attend study hall and will not attend class sessions which are identified as addressing puberty or human sexuality.

If your preference is for your child to "opt-in" the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, you are giving permission for your child to receive information on puberty and human sexuality.

Student's Name:_____

_____ I GRANT permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature:_____ Date:_____

Please sign and return this form to the school on or before (date set by school).

Sample Opt-Out Letter

PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION

Course:_____ Teacher(s):_____

School:_____ Phone:_____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

If your preference is for your child to "opt-out" of the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, your child will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

Student's Name:_____

_____ I DO NOT grant permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature:_____ Date:_____

Please sign and return this form to the school on or before (date set by school).