

Resources linked on the KDE website to support high-quality examples of nutrition instruction:

1. Elementary Curriculum: [MyPlate | Food and Nutrition Service](#)
2. MS curriculum: [Fueling My Healthy Life | Food and Nutrition Service](#)
3. HS curriculum: [Power Up! Super Charge Your Food and Fitness | SNAP-Ed](#),
4. [United States Department of Agriculture \(USDA\) Nutrition.gov Resource](#)
Nutrition.gov serves as a gateway to reliable information on nutrition, healthy eating, physical activity, and food safety for consumers. The site is updated on an ongoing basis by a staff of registered dietitians at the Food and Nutrition Information Center (FNIC) located at the National Agricultural Library (NAL), Agricultural Research Service (ARS), U.S. Department of Agriculture (USDA).

*Key point of clarification: Local superintendents have authority over curricular decisions per KRS 160.345. As such, the KDE supports educators with access to examples of standards-aligned instruction, approved high-quality instructional resources for some content areas, and tools for instructional resource evaluation and selection.

Kentucky Academic Standards for Physical Education and Health Education: Connections to Nutrition
Kentucky Academic Standards for Physical Education

STANDARD 2: Applies knowledge related to movement and fitness concepts.

Connections: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. **Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being.** The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Performance Indicators:

- 2.2.9 Recognizes that regular physical activity is good for their health.
- 2.2.11 Recognizes food and hydration choices that provide energy for physical activity.
- 2.5.12 Explains the benefits of physical activity.
- 2.5.16 Describes the impact of food and hydration choices on physical activity.
- 2.8.20 Explains the relationships among nutrition, physical activity and health factors.
- 2.12.3 Analyze how health and fitness will impact quality of life after high school.
- 2.12.14 Identifies snacks and food choices that help and hinder performance, recovery and enjoyment during physical activity.

Kentucky Academic Standards for Health Education

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

Connections: Standard 1 focuses on students being able to use information to support health and well-being. This should include using information to support health promotion both in terms of exercise and diet.

Performance Indicators:

- 1.2.2 Identify the dimensions of wellness.
- 1.5.2 Describe health-promoting behaviors for the dimensions of wellness.
- 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
- 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes.

Connection to nutrition: One of the dimensions of wellness is physical, which includes knowing about the benefits of regular exercise, a nutritious diet, and sufficient sleep to maintain a healthy body.

Students begin learning about the dimensions in K-2, before being able to describe positive behaviors in grades 3-5, and then analyzing practices and behaviors in grades 6-8 and outcomes of decisions in grade 12.

Each performance indicator under this standard is intended to ensure students have the opportunity and access to learn how to use health and wellness information in order to make decisions that support a healthy lifestyle, including regular exercise and nutrition.

Further Examples of Performance Indicators:

- 1.2.4 Describe health-promoting behaviors.
- 1.2.5 Identify the importance of health and well-being.
- 1.5.5 Examine how health literacy supports health and well-being.
- 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.12.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.12.5 Examine connections between individual health literacy, organizational health literacy and health outcomes.

Support from Clarifications Document

1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.	Wellness is the act of practicing healthy habits on a daily basis to attain better physical and mental outcomes. According to SHAPEAmerica, wellness has seven dimensions. Below are common practices associated with each dimension: 1. physical: healthy diet, being physical active, avoiding tobacco and other drugs, going to the doctor regularly 2. emotional/mental: expressing emotions in a healthy way, managing stress, engaging in creative activities 3. environmental: recycling, picking up trash at a local park, buying local produce 4. social: spending time with friends and family, connections with classmates, building a strong social network 5. occupational: being happy at school/work, working reasonable hours, making contributions to the world 6. spiritual: reflecting, spending time in nature, journaling, engaging in a spiritual or religious community 7. intellectual: reading for pleasure, engaging in community education, having an open mind, In grades 6 through 8, students might analyze how specific behaviors support multiple dimensions of wellness and how the dimensions impact one another. Some examples include, but are not limited to, the following: • Students might explain what kinds of activities support both social and emotional wellness (e.g., “Listening to music with friends is good for my emotional and social health.”)
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	• Students might analyze how routines and habits can support physical and intellectual health (e.g., “When I eat plenty of vegetables and drink water, I feel more focused at school.”) • Students might analyze how habits and routines at school and home support two or more dimensions of wellness (e.g., “When I volunteered to help clean up my neighborhood with some friends from school, I felt a sense of pride (emotional wellness) and also felt connected to my classmates (social wellness). I was also able to help make our community a cleaner place (environmental wellness).”)
1.8.5 Analyze connections between health literacy and health outcomes.	In grades 6 through 8, students begin to critically analyze how knowledge, behaviors and decision-making are linked to short- and long-term health effects. Some possible examples include, but are not limited to, the following: • Students might learn to read nutrition labels and discuss the connection between that skill and long-term health outcomes. • Students might learn how to evaluate credible health information from various social media, news or medical outlets and discuss the connection between that skill and long-term health outcomes.
1.8.6 Analyze how individual, interpersonal, community and environmental factors impact health and well-being.	In grades 6 through 8, students begin to think critically about the connections between themselves, their surroundings and their health, making this an opportunity to develop their understanding of these interrelated factors. Some examples to explore these concepts include, but are not limited to, the following: • Students might analyze how positive influences, like support systems and role models, as well as negative influences, like negative peer pressure or bullying, impact health and well-being. • Students might analyze how the availability of resources such as schools, parks, clinics, grocery stores and community centers contribute to health and well-being.

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

Connections: This standard focuses on looking at the way health and well-being may be impacted by surroundings. The idea here is that if students are aware of the factors that impact health and wellbeing, then they are better situated to manage influences on their health.

Performance Indicators:

- K-2
 - **2.2.1 Identify various influences that affect health and well-being of self and others.**
 - 2.2.2 Explain how various influences affect the health and well-being of self and others.
 - 2.2.3 Explain how technology and social media influence the health of self and others.
- 3-5
 - **2.5.1 Explain how various influences can affect health and well-being.**

- 2.5.2 Determine various influences that affect the health and well-being of self and others.
- 2.5.3 Explain how various influences affect the health and well-being of people and communities.
- 2.5.4 Use strategies and resources to manage influences that impact health and well-being.
- 6-8
 - **2.8.1 Analyze the interrelationships between various influences on health and well-being.**
 - 2.8.2 Analyze individual, interpersonal, community, societal and environmental factors that influence health behaviors, health outcomes and health equity.
 - 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
 - 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.
- 9-12
 - **2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.**
 - 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes and health equity.
 - 2.12.3 Evaluate how individual, interpersonal, community, societal and environmental influences and factors affect health equity.
 - 2.12.4 Formulate strategies to manage influences that impact health and well-being.
 - 2.12.5 Use resources to manage influences that impact health and well-being.

Connections to nutrition: In each of the performance indicators that are pulled here, the expectation is that a student would have the opportunity to explore the way various factors influence their health and well-being, including their nutrition. Students begin in the primary grades by being able to identify and explain those factors that influence their health and well-being, including partaking in regular exercise and a nutritious diet. At the middle grades, students should have the opportunity to analyze factors in their life and community that may impact their health before focusing on evaluating and managing factors as they progress through high school.

Support from Clarifications Document

2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	In grades 6 through 8, students continue to analyze how health and well-being are shaped by multiple factors within a community and that communities may be impacted differently by various factors. Some examples to explore this concept include, but are not limited to, the following: ● Students might provide examples of resources in the community (such as parks, grocery stores with fruits and vegetables or doctors) and explain how those resources support and influence the health of others. ● Students might explain how positive family, peer, community or school relationships can support emotional and social well-being for different people in the community.
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Standard 5: Use a decision-making process to support health and well-being of self and others.

Connections: While standards 1 and 2 focus on accessing health information and assessing factors that influence health and well-being, standard 5 moves to students having the opportunity to use health information to make decisions promoting health and well-being, including exercise and diet.

Performance Indicators:

- 5.2.3 Describe options and potential outcomes for a health-related decision.
- 5.5.3 Compare and contrast options and potential outcomes for a health-related decision.
- 5.8.3 Use an individual, supported or collaborative decision-making process to maintain or improve health and well-being.
- 5.12.3 Apply an individual, supported or collaborative decision-making process to maintain or improve health and well-being.

Connections: This progression of performance indicators shows how the standards build opportunity for students to go through a process of decision making in order to maintain or improve their health or well-being. While local superintendents have the right to determine curriculum to implement the standards, regular exercise and nutrition is an important factor in wellness.

Support from Clarifications Document

5.8.1 Explain how the use of a decision-making process affects health and well-being.	In grades 6 through 8, students become increasingly independent in making some daily decisions related to their health and well-being. Students may need to be explicitly taught a decision-making process. An example of a decision-making process for health and well-being might include these steps: 1. Identify the decision to be made. 2. Gather information and consider options. 3. Predict potential outcomes for each option. 4. Choose the best option based on considerations. 5. Act on the decision. 6. Reflect on the results. Students might practice these steps with a health decision they need to make (e.g., adhering to a treatment plan after illness or injury, developing better habits for sleep and rest, or choosing how to handle a conflict between friends).
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Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Connections: Developing health practices and behaviors can promote health and well-being over the lifespan and reduce risk to self and others. Practicing health behaviors is critical to incorporating health-promoting habits and routines into all dimensions of wellness. **This includes regular exercise and a nutritious diet as previously stated.**

Support from Clarifications Document

7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	In grades 6 through 8, students not only identify these practices and behaviors but also demonstrate the practices in action. Students might practice health-promoting behaviors such as drinking plenty of water or expressing their feelings respectfully and then reflect on how those behaviors impact others.
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Brian Perry, Ph.D.

Director of Government Relations
Office of the Commissioner

Phone: (502) 892-6147

Email: brian.perry@education.ky.gov

300 Sower Blvd. – 5th Floor
Frankfort, KY 40601