Connecticut Health Education

Grades 6-8

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

Alcohol, Nicotine and Other Drugs (ANOD)

1.1.8 Identify healthy coping mechanisms and alternatives to substance use. ANOD 1.1.8

1.2.8 Distinguish between proper use and abuse of over-the-counter and prescription medicines. ANOD 1.2.8

1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.3.8

1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs. ANOD 1.4.8

1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress. ANOD 1.5.8

1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs. ANOD 1.6.8

1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free. ANOD 1.7.8

1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options. ANOD 1.8.8

1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem). ANOD 1.9.8

Healthy Relationships (HR)

1.1.8 Differentiate among gender expression, gender identity and sexual orientation. HR 1.1.8

1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.). HR 1.2.8

1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries). HR 1.3.8

1.4.8 Differentiate between healthy and unhealthy relationships. HR 1.4.8

1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). HR 1.5.8

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6.8 Explore strategies to address unhealthy relationships. HR 1.6.8

..7.8 Describe healthy ways to express affection, love, and friendship. HR 1.7.8

1.8.8 Describe how consent is a foundational principle in healthy relationships and in preventing sexual violence. HR 1.8.8

1.9.8 Discuss how affirmative consent mitigates confusion within a relationship. HR 1.9.8

1.10.8 Identify factors (e.g., body image self-esteem, alcohol, and other substances) that can affect the ability to give or perceive consent to sexual activity. HR 1.10.8

1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. HR 1.11.8

1.12.8 Explain how the use of social media can positively and negatively impact relationships. HR 1.12.8

1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). HR 1.13.8

Violence Prevention (VP)

1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. VP 1.1.8

1.2.8 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. VP 1.2.8

1.3.8 Describe strategies to avoid physical fighting and violence. VP 1.3.8

1.4.8 Describe how the presence of weapons increases the risk of serious violent injuries. VP 1.4.8

1.5.8 Summarize how participation in gangs can lead to violence. VP 1.5.8

1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. VP 1.6.8

1.7.8 Define prejudice, discrimination, and bias. VP 1.7.8

Healthy Eating and Physical Activity (HEPA)

1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. HEPA 1.1.8

1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. HEPA 1.2.8

1.3.8 Describe how to make healthy food choices when given options. HEPA 1.3.8

1.4.8 Summarize the benefits of consuming adequate amounts of water. HEPA 1.4.8

1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight. HEPA 1.5.8

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6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel). HEPA 1.6.8

1.7.8 Differentiate between healthy eating and disordered eating. HEPA 1.7.8

1.8.8 Recognize the importance of respecting food allergy needs in self and others. HEPA 1.8.8

1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium. HEPA 1.9.8

1.10.8 Explain the relationship between access to healthy foods and personal food choices. HEPA 1.10.8

Sexual Health (SH)

1.1.8 Identify resources, products, services related to supporting sexual health. SH 1.1.8

1.2.8 Explain sexual activity and their associated risks. SH 1.2.8

1.3.8 Describe reproductive body parts and their functions. SH 1.3.8

1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception. SH 1.4.8

1.5.8 Determine the benefits of being sexually abstinent. SH 1.5.8

1.6.8 Explain how the most common STDs and HIV are transmitted. SH 1.6.8

1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic. SH 1.7.8

1.8.8 Summarize which STDs can be cured and which can be treated. SH 1.8.8

1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching used hypodermic needles. SH 1.9.8

1.10.8 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (human papillomavirus). SH 1.10.8

1.11.8 Explain the significance of the physical changes in puberty. SH 1.11.8

1.12.8 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity SH 1.12.8

Optimal Wellness and Disease Prevention (OWDP)

1.1.8 Describe the benefits of good hygiene practices. OWDP 1.1.8

1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases, and the importance of seeking treatment. OWDP 1.2.8

1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management OWDP 1.3.8

1.4.8 Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities. OWDP 1.4.8

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1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. OWDP 1.5.8

Sexual Assault and Abuse Prevention (SAAP)

1.1.8 Explain that acquaintance rape and sexual assault are illegal. SAAP 1.1.8

1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence. SAAP 1.2.8

1.3.8 Explain that a person who has been sexually assaulted or raped is not at fault. SAAP 1.3.8

1.4.8 Explain the term affirmative consent and what it looks like in words and/ or actions. SAAP 1.4.8

1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. SAAP 1.5.8

1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. SAAP 1.6.8

1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. SAAP 1.7.8

1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim. SAAP 1.8.8

1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. SAAP 1.9.8

1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. SAAP 1.10.8

1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. SAAP 1.11.8

Mental and Emotional Health (MEH)

1.1.8 Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers). MEH 1.1.8

1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence). MEH 1.2.8

1.3.8 Recognize the connection between depression and suicidal ideation. MEH 1.3.8

1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. MEH 1.4.8

1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.5.8

1.6.8 Describe characteristics of a mentally and emotionally healthy person. MEH 1.6.8

7.8 Discuss how emotions change during adolescence. MEH 1.7.8

8.8 Describe characteristics of positive mental and emotional health. MEH 1.8.8

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1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings. MEH 1.9.8

1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset. MEH 1.10.8

1.11.8 Summarize feelings and emotions associated with loss and grief. MEH 1.11.8

1.12.8 Explain the importance of a positive body image. MEH 1.12.8

1.13.8 Describe how mental and emotional health can affect health-related behaviors. MEH 1.13.8

1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety. MEH 1.14.8

1.15.8 Describe personal stressors at home, in school, and with friends. MEH 1.15.8

1.16.8 Examine the risks of impulsive behaviors. MEH 1.16.8

1.17.8 Identify trusted adults and resources for assistance. MEH 1.17.8

Safety and Injury Prevention (SIP)

1.1.8 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations. SIP 1.1.8

1.2.8 Define Digital Wellness and its impact on overall health. SIP 1.2.8

1.3.8 Identify the potential for injury in a variety of situations and environments. SIP 1.3.8

1.4.8 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. SIP 1.4.8

1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. SIP 1.5.8

1.6.8 Identify actions to take to prevent injuries during severe weather. SIP 1.6.8

1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire. SIP 1.7.8

1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. SIP 1.8.8

1.9.8 Describe ways to reduce risk of injuries as a pedestrian. SIP 1.9.8

1.10.8 Describe actions to change unsafe situations at home, in school and in the community. SIP 1.10.8

1.11.8 Describe ways to reduce risk of injuries from firearms. SIP 1.11.8

Analyzing Influences Students will analyze the influence of family, peers, culture, media, tec fac be

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2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. INF 2.1.8

2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors. INF 2.2.8

	2.3.8 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior). INF 2.3.8
	2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. INF 2.4.8
Accessing Information Students will demonstrate the ability to access valid information, products, and services to enhance health. 3	**3.1.8** Analyze the validity and reliability of health information, products, and services. AI 3.1.8
	3.2.8 Describe situations that call for professional health services. AI 3.2.8
	3.3.8 Determine the availability of valid and reliable health products. AI 3.3.8
	3.4.8 Access valid and reliable health information from home, school, or community. AI 3.4.8
Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4	**4.1.8** Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. IC 4.1.8
	4.2.8 Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others. IC 4.2.8
	4.3.8 Demonstrate effective peer resistance and negotiation skills to avoid or reduce health risks. IC 4.3.8
	4.4.8 Demonstrate healthy ways to manage or resolve conflict. IC 4.4.8
	4.5.8 Demonstrate how to effectively ask for assistance to improve personal health. IC 4.5.8
	4.6.8 Demonstrate how to effectively communicate empathy and support for others. IC 4.6.8
Decision Making Students will demonstrate the ability to use decision-making skills to enhance health. 5	**5.1.8** Determine when situations require a health-related decision. DM 5.1.8
	5.2.8 Distinguish when health-related decisions should be made individually or with the help of others. DM 5.2.8
	5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. DM 5.3.8
	5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision. DM 5.4.8

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	5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. DM 5.5.8
	5.6.8 Choose a healthy alternative when making a health-related decision. DM 5.6.8
	5.7.8 Analyze the effectiveness of a final outcome of a health-related decision. DM 5.7.8
Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health. 6	**6.1.8** Assess the impact and power of embracing a growth mindset in order to determine and reach one's goals. GS 6.1.8
	6.2.8 Assess personal health practices. GS 6.2.8
	6.3.8 Set a realistic personal health goal. GS 6.3.8
	6.4.8 Assess the barriers to achieving a personal health goal. GS 6.4.8
	6.5.8 Apply strategies to overcome barriers to achieving a personal health goal. GS6.5.8
Self-Management Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7	**7.1.8** Explain the importance of being responsible for one's personal health behaviors. SM 7.1.8
	7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks. SM 7.2.8
	7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others. SM 7.3.8
	7.4.8 Make a commitment to practice healthy behaviors. SM 7.4.8
Advocacy Students will demonstrate the ability to advocate for personal, family, and community health. 8	**8.1.8** State a health-enhancing position, supported by accurate information, to improve the health of others. AV 8.1.8
	8.2.8 Persuade others to make positive health choices. AV 8.2.8
	8.3.8 Collaborate with others to advocate for healthy individuals, families, and schools. AV 8.3.8
	8.4.8 Demonstrate how to adapt positive health-related messages for different audiences. AV 8.4.8