Connecticut Health Education

Grades 9-12

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

Alcohol, Nicotine and Other Drugs (ANOD)

1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. ANOD 1.1.12

1.2.12 Examine situations that could lead to the use of alcohol and other drugs. ANOD 1.2.12

1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free. ANOD 1.3.12

1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use. ANOD 1.4.12

1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss. ANOD 1.5.12

1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. ANOD 1.6.12

1.7.12 Identify treatments for addiction to ANOD. ANOD 1.7.12

1.8.12 Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD's use to the individual and society. ANOD 1.8.12

Healthy Relationships (HR)

1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society. HR 1.1.12

1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect). HR 1.2.12

1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence. HR 1.3.12

1.4.12 Describe the effects of viewing pornography, sexting, etc. on healthy relationships. HR 1.4.12

1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. HR 1.5.12

1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others). HR 1.6.12

Skip to main content

1.7.12 Evaluate the legal and social consequences of 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, and phone and tablet applications). HR 1.7.12

1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance. HR 1.8.12

1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships. HR 1.9.12

Violence Prevention (VP)

1.1.12 Describe how prosocial behaviors can help prevent violence. VP 1.1.12

1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders. VP 1.2.12

1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. VP 1.3.12

1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury. VP 1.4.12

1.5.12 Describe how gang involvement can contribute to violence. VP 1.5.12

1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. VP 1.6.12

1.7.12 Describe federal, state, and local laws intended to prevent violence. VP 1.7.12

Healthy Eating and Physical Activity (HEPA)

1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. HEPA 1.1.12

1.2.12 Describe the relationship between nutrition, physical activity, and overall health. HEPA 1.2.12

1.3.12 Describe the relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. HEPA 1.3.12

1.4.12 Describe the effects of hydration and dehydration on physical performance and health. HEPA 1.4.12

1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods). HEPA 1.5.12

1.6.12 Distinguish food sources that provide key nutrients. HEPA 1.6.12

1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output). HEPA 1.7.12

Skip to main content

1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health. HEPA 1.8.12

1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. HEPA 1.9.12

1.10.12 Summarize how to make healthy food selections when choices are available. HEPA 1.10.12

1.11.12 Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks. HEPA 1.11.12

1.12.12 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.). HEPA 1.12.12

1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food. HEPA 1.13.12

1.14.12 Identify healthy and risky approaches to eating and exercise. HEPA 1.14.12

1.15.12 Identify the physical and psychological effects of food allergies. HEPA 1.15.12

Sexual Health (SH)

1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception. SH 1.1.12

1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active. SH 1.2.12

1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment. SH 1.3.12

1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries). SH 1.4.12

1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection). SH 1.5.12

1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception). SH 1.6.12

1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy. SH 1.7.12

1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus). SH 1.8.12

1 9.12 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). SH 1.9.12

Skip to main content

1.10.12 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression. SH 1.10.12

1.11.12 Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs. SH 1.11.12

1.12.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV. SH 1.12.12

1.13.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner. SH 1.13.12

1.14.12 Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities. SH 1.14.12

1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent. SH 1.15.12

1.16.12 Differentiate between sexual orientation, sexual behavior, and sexual identity. SH 1.16.12

Optimal Wellness and Disease Prevention (OWDP)

1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams. OWDP 1.1.12

1.2.12 Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness). OWDP 1.2.12

1.3.12 Examine 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 1.3.12

1.4.12 Discuss using family history gender, and age to make informed health related decisions. OWDP 1.4.12

1.5.12 Differentiate between communicable and noncommunicable diseases. OWDP 1.5.12

1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. OWDP 1.6.12

Sexual Assault and Abuse Prevention (SAAP)

1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex. SAAP 1.1.12

1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed. SAAP 1.2.12

1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g., sexual mistreatment, grooming, harassment, abuse, assault, exploitation, or trafficking). SAAP 1.3.12

Skip to main content

1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. SAAP 1.4.12

1.5.12 Explain why rape and sexual assault should be reported to a trusted adult. SAAP 1.5.12

1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers). SAAP 1.6.12

1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. SAAP 1.7.12

1.8.12 Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people. SAAP 1.8.12

Mental and Emotional Health (MEH)

1.1.12 Examine characteristics of a mentally and emotionally healthy person. MEH 1.1.12

1.2.12 Examine how mental and emotional health can affect health-related behaviors. MEH 1.2.12

1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma. MEH 1.3.12

1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response. MEH 1.4.12

1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning. MEH 1.5.12

1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness). MEH 1.6.12

1.7.12 Summarize personal stressors at home, in school, and with friends. MEH 1.7.12

1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care). MEH 1.8.12

1.9.12 Summarize strategies for coping with loss and grief. MEH 1.9.12

1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health. MEH 1.10.12

1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders). MEH 1.11.12

1.12.12 Differentiate between positive and negative body image. MEH 1.12.12

1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. MEH 1.13.12

14.12 Identify trusted adults and resources for assistance. MEH 1.14.12

Skip to main content

Safety and Injury Prevention (SIP)

1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations. SIP 1.1.12

1.2.12 Digital Wellness and its impact on overall health. SIP 1.2.12

1.3.12 Safe Driving (Texting, seat belt). SIP 1.3.12

1.4.12 Unintentional Injury. SIP 1.4.12

1.5.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. SIP 1.5.12

1.6.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. SIP 1.6.12

1.7.12 Prioritize actions to take to prevent injuries during severe weather. SIP 1.7.12

1.8.12 Summarize ways to reduce the risk of injuries from firearms. SIP 1.8.12

1.9.12 Summarize ways to reduce safety hazards in the home, school or in the community. SIP 1.9.12

1.10.12 Describe actions to take in case of mass trauma. SIP 1.10.12

1.11.12 Explain accepted procedures for basic emergency care and lifesaving. SIP 1.11.12

1.12.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. SIP 1.12.12

Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2

2.1.12 **Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.** INF 2.1.12

2.2.12 **Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.** INF 2.2.12

2.3.12 **Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.** INF 2.3.12

2.4.12 **Analyze how laws, rules, and regulations influence health promotion and disease prevention.** INF 2.4.12

2.5.12 **Analyze the effect of media and technology on personal, family, and community health.** INF 2.5.12

2.6.12 **Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.** INF 2.6.12

Accessing Information Students will de to inf

Skip to main content

3.1.12 **Evaluate the validity and reliability of health information, products, and services.** AI 3.1.12

.12 **Determine the accessibility of valid and reliable health products and services.** AI 3.2.12

and services to enhance health. 3	**3.3.12** Determine when professional health services may be required. AI 3.3.12
	3.4.12 Use resources that provide valid and reliable health information, products, and services. AI 3.4.12
Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4	**4.1.12** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others. IC 4.1.12
	4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. IC 4.2.12
	4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. IC 4.3.12
	4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. IC 4.4.12
	4.5.12 Demonstrate how to effectively offer assistance to improve the health of others. IC 4.5.12
Decision Making Students will demonstrate the ability to use decision-making skills to enhance health. 5	**5.1.12** Examine barriers to healthy decision making. DM 5.1.12
	5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. DM 5.2.12
	5.3.12 Generate alternatives when making a health-related decision. DM 5.3.12
	5.4.12 Predict potential short- and long-term consequences of alternatives to health-related decisions. DM 5.4.12
	5.5.12 Choose a healthy alternative when making a health-related decision. DM 5.5.12
	5.6.12 Evaluate the effectiveness of health-related decisions. DM 5.6.12
Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health. 6	**6.1.12** Assess personal health practices and behaviors. GS 6.1.12
	6.2.12 Set a realistic personal health goal. GS 6.2.12
	6.3.12 Assess the barriers to achieving a personal health goal. GS 6.3.12
	6.4.12 Develop a plan to attain a personal health goal. GS 6.4.12
	6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal. GS 6.5.12

Skip to main content

	6.6.12 Use strategies to overcome barriers to achieving a personal health goal. GS 6.6.12
	6.7.12 Formulate an effective long-term plan to achieve a health goal. GS 6.7.12
Self-Management Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7	**7.1.12** Analyze the role of individual responsibility in enhancing personal health. SM 7.1.12
	7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks. SM 7.2.12
	7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others. SM 7.3.12
	7.4.12 Make a commitment to practice healthy behaviors. SM 7.4.12
Advocacy Students will demonstrate the ability to advocate for personal, family, and community health. 8	**8.1.12** Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. AV 8.1.12
	8.2.12 Persuade and support others to make positive health choices. AV 8.2.12