Connecticut Health Education

Grades Pre-K–2

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

Alcohol, Nicotine and Other Drugs (ANOD)

1.1.2 Identify dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed. ANOD 1.1.2

1.2.2 Explain that medicines are drugs that are helpful when needed and used correctly. ANOD 1.2.2

1.3.2 Identify family and school rules about medicine use. ANOD 1.3.2

1.4.2 Identify that using medicines requires adult supervision and identifying those adults (e.g., parents, school nurse, doctor, etc.). ANOD 1.4.2

1.5.2 Physical avoidance and reporting of dangerous drugs and paraphernalia (e.g., needles, candy like substances, vape pens, etc.). ANOD 1.5.2

Healthy Relationships (HR)

1.1.2 Describe different types of families (e.g., two-parent, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, mixed-race). HR 1.1.2

1.2.2 Identify the benefits of healthy family and peer relationships. HR 1.2.2

1.3.2 Identify qualities that make a good friend. HR 1.3.2

1.4.2 Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration). HR 1.4.2

1.5.2 Define consent (e.g., personal space and boundaries). HR 1.5.2

Violence Prevention (VP)

1.1.2 Describe the difference between bullying, teasing, and mean-spirited behavior. VP 1.1.2

1.2.2 Explain why it is wrong to tease or bully others. VP 1.2.2

1.3.2 Explain what to do if someone is being bullied. VP 1.3.2

Healthy Eating and Physical Activity (HEPA)

1.1.2 Explain the importance of trying new foods. HEPA 1.1.2

1.2.2 Explain the importance of choosing healthy foods and beverages and daily physical activity. HEPA 1.2.2

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3.2 Identify a variety of healthy snacks. HEPA 1.3.2

1.4.2 Describe body signals that tell a person when they are hungry and when they are full. HEPA 1.4.2

1.5.2 Identify healthy eating patterns that provide energy and help the body grow and develop. HEPA 1.5.2

Sexual Health (SH)

1.1.2 Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth). SH 1.1.2

1.2.2 Identify those parts of the body that are considered private by using medically accurate names. SH 1.2.2

Optimal Wellness and Disease Prevention (OWDP)

1.1.2 Identify different ways that disease-causing germs are transmitted (i.e., skin, mucus membranes, coughing, and contact with bodily fluids). OWDP 1.1.2

1.2.2 Identify ways to prevent the spread of germs that cause common communicable diseases (e.g., cover wounds, cover mouth when sneezing/ coughing, wash hands, and do not touch other bodily fluids). OWDP 1.2.2

Sexual Assault and Abuse Prevention (SAAP)

1.1.2 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. SAAP 1.1.2

1.2.2 Explain why inappropriate touches should be reported to a trusted adult. SAAP 1.2.2

1.3.2 Explain that a child is not at fault if someone touches him or her in an inappropriate way. SAAP 1.3.2

1.4.2 Explain why everyone has the right to tell others not to touch his or her body. SAAP 1.4.2

1.5.2 Explain the importance of respecting the personal space and boundaries of others. SAAP 1.5.2

Mental and Emotional Health (MEH)

1.1.2 Identify a variety of feelings that people experience MEH 1.1.2

1.2.2 Explain the relationship between feelings and behavior. MEH 1.2.2

1.3.2 Explain the importance of talking with parents and other trusted adults about feelings. MEH 1.3.2

Safety and Injury Prevention (SIP)

1.1.2 State the benefits of riding in the back seat when a passenger in a motor vehicle. SIP 1.1.2

1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. SIP 1.2.2

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3.2 Identify safe behaviors when getting on and off and while riding on a bus. SIP 1.3.2

	1.4.2 Identify safety rules for playing on a playground, swimming, and playing sports. SIP 1.4.2
	1.5.2 Describe how injuries can be prevented. SIP 1.5.2
	1.6.2 Identify safety rules for being around fire. SIP 1.6.2
	1.7.2 Describe how to be a safe pedestrian. SIP 1.7.2
	1.8.2 Identify safety hazards in the home. SIP 1.8.2
	1.9.2 Identify how household products are harmful if ingested or inhaled. SIP 1.9.2
	1.10.2 Identify safety hazards in the community. SIP 1.10.2
	1.11.2 Identify people who can help when someone is injured or suddenly ill. SIP 1.11.2
Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2	**2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.** INF 2.1.2
	2.2.2 Identify relevant influences of media and technology on health practices and behaviors. INF 2.2.2
	2.3.2 Describe positive and negative influences on personal health practices and behaviors. INF 2.3.2
Accessing Information Students will demonstrate the ability to access valid information, products, and services to enhance health. 3	**3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g., parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.).** AI 3.1.2
	3.2.2 Explain and/or demonstrate how to locate school and community health helpers (e.g., school nurse, teacher, healthcare provider, police officer, etc.). AI 3.2.2
Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4	**4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.** IC 4.1.2
	4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. IC 4.2.2
	4.3.2 Demonstrate effective refusal skills including firmly saying "no" and getting away. IC 4.3.2
	4.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. IC 4.4.2
Decision Making Students will de[illegible] to	**5.1.2 Identify situations which need a health-related decision.** DM 5.1.2
	[illegible].2 Identify how family, peers or media influence a health-related decision. DM 5.2.2

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skills to enhance health. 5	**5.3.2** Explain the potential positive and negative outcomes from health-related decisions. DM 5.3.2
	5.4.2 Describe when help is needed and when it is not needed to make a healthy decision. DM 5.4.2
Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health. 6	**6.1.2** Identify a realistic personal short-term health goal. GS 6.1.2
	6.2.2 Take steps to achieve the personal health goal. GS 6.2.2
	6.3.2 Identify people who can help achieve a personal health goal. GS 6.3.2
Self-Management Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7	**7.1.2** Identify practices that reduce or prevent health risks. SM 7.1.2
	7.2.2 Demonstrate healthy practices. SM 7.2.2
Advocacy Students will demonstrate the ability to advocate for personal, family, and community health. 8	**8.1.2** Demonstrate how to encourage self and others to make healthy choices. AV 8.1.2