

Connecticut State Department of Education (CSDE)

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Healthy and Balanced Living Curriculum Framework

Health and Safety Education

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Connecticut State Department of Education
Healthy and Balanced Living Curriculum Framework: Health and Safety Education

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For more information on the 2020 updated version of the Health and Safety Education Section of the CSDE’s Healthy and Balanced Living Curriculum Framework contact:

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Introduction to Health and Safety Education Curriculum Framework

Comprehensive school health and safety education is a sequence of learning experiences that may enable children and youth to become healthy, effective and productive citizens. Health and safety education curriculum should align to national and state health and safety education standards. The curriculum should include clear health and safety-related goals, behavioral outcomes for all students, and developmentally- and culturally- appropriate units, lessons, and instructional materials to support the delivery of comprehensive health and safety education. Access to culturally and developmentally appropriate learning experiences provided through comprehensive school health and safety education is essential to providing 21st century learners with the skills and functional knowledge needed to shape attitudes, influence behaviors, and enhance lifetime learning outcomes.

The structure of the CSDE Health and Safety Education Standards Curriculum Framework therefore represents an integrated approach and alignment to key components of the health and safety education curriculum and includes the following four components:

1. National Health Education Standards (NHES)
2. Grade level performance indicators
3. Social emotional learning (SEL) competencies:
 - self-awareness;
 - self-management;
 - social awareness;
 - relationship skills; and
 - responsible decision-making (CASEL, 2019)
4. Essential core content.

This framework structure allows for various points of entry given the different approaches to curriculum development while clearly showing the connections. The SEL competencies “provide a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Education-first, p. 6). The skills-based NHES provide concrete expectations of programs and are vital for assisting students in learning how to apply knowledge and develop health-enhancing behaviors. Performance indicators define grade level expectations of what students should know and be able to do. Core content provides legislatively mandated (see Appendices A & B) as well as recommended topic areas and developmentally appropriate subtopics for each grade level span. Core Content should be infused into all 8 skills based standards.

When delivered using in a planned, ongoing and systematic approach, the health and safety education program can provide TIER 1 education and skill development opportunities for all students. The synergy between the application of academic standards, indicators and the SEL competencies into everyday instruction supports the optimal development of students.

CASEL Five Core Competencies

1. “Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
2. Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
3. Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
4. Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
5. Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms” (CASEL, 2019, <https://casel.org/what-is-sel/>).

Research shows that the health and well-being of students significantly influences learning and academic achievement (Basch, 2011). Comprehensive school health and safety education positively affects student achievement by increasing health knowledge, improving health skills and behaviors, and decreasing risky behaviors (Michael, Merlo, Basch, Wentzel & Wechsler, 2015). Comprehensive school health and safety education addresses these behaviors, promotes the development of protective factors, and supports healthy outcomes through developmentally appropriate Grade PK-12 curriculum and instruction.

National Health Education: Standard 1

The following information is from the Centers for Disease Control and Prevention (CDC) Healthy Schools website located at <https://www.cdc.gov/healthyschools/sher/standards/1.htm>

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

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Performance Indicators*

Pre-K-Grade 2

1. Identify that healthy behaviors impact personal health.
2. Recognize that there are multiple dimensions of health.
3. Describe ways to prevent communicable diseases.
4. List ways to prevent common childhood injuries.
5. Describe why it is important to seek health care.

Grades 3-5

1. Describe the relationship between healthy behaviors and personal health.
2. Identify examples of emotional, intellectual, physical, and social health.
3. Describe ways in which safe and healthy school and community environments can promote personal health.
4. Describe ways to prevent common childhood injuries and health problems.
5. Describe when it is important to seek health care.

Grades 6-8

1. Analyze the relationship between healthy behaviors and personal health.
2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
3. Analyze how the environment affects personal health.

4. Describe ways to reduce or prevent injuries and other adolescent health problems.
5. Explain how appropriate health care can promote personal health.
6. Describe the benefits of and barriers to practicing healthy behaviors.
7. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
8. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Grades 9-12

1. Predict how healthy behaviors can affect health status.
2. Describe the interrelationships of emotional, intellectual, physical, and social health.
3. Analyze how environment and personal health are interrelated.
4. Analyze how genetics and family history can impact personal health.
5. Propose ways to reduce or prevent injuries and health problems.
6. Analyze the relationship between access to health care and health status.
7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
8. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

* The performance indicators articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of each of the following grade spans: Pre-K–Grade 2; Grade 3–Grade 5; Grade 6–Grade 8; and Grade 9–Grade 12. The performance indicators serve as a blueprint for organizing student assessment.

Health and Safety Education Standards and Performance Indicators Grades Pre-K-Grade 2

Health Education Skills Based Standards (2-8)	Performance Indicators	Social Emotional Learning Competencies	Health and Safety Education Core Content (Refer to Appendices A & B for Connecticut Health and Safety Education requirements)
<p>Standard #2 Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Performance Indicator #2 Analyzing Influences</p> <p>INF 2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.</p> <p>INF 2.2.2 Identify relevant influences of media and technology on health practices and behaviors.</p> <p>INF 2.3.2 Describe positive and negative influences on personal health practices and behaviors.</p>	<p>Self-Awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Alcohol, Nicotine, Other Drugs (ANOD)</p> <p>ANOD 1.1.2 Identify dangerous household products that are harmful if intentionally, swallowed, inhaled or absorbed.</p> <p>ANOD 1.2.2 Explain that medicines are drugs that are helpful when needed and used correctly.</p> <p>ANOD 1.3.2 Identify family and school rules about medicine use.</p> <p>ANOD 1.4.2 Describe how to use medicines correctly (read labels and adult supervision)</p> <p>ANOD 1.5.2 Physical avoidance and reporting of dangerous drugs and paraphernalia (e.g. needles, candy like substances, vape pens, etc.)</p> <p>Healthy Relationships</p> <p>HR 1.1.2 Describe different types of families</p> <p>HR 1.2.2 Identify the benefits of healthy family and peer relationships.</p> <p>HR 1.3.2 Identify qualities that make a good friend.</p> <p>Violence Prevention</p> <p>VP 1.1.2 Describe the difference between bullying, teasing, and mean spirited behavior.</p> <p>VP 1.2.2 Explain why it is wrong to tease or bully others.</p> <p>VP 1.3.2 Explain what to do if someone is being bullied.</p>
<p>Standard #3 Accessing Information</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>Performance Indicator #3 Accessing Information</p> <p>AI 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.)</p> <p>AI 3.2.2 Explain and/or demonstrate how to locate</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity 	<p>Violence Prevention</p> <p>VP 1.1.2 Describe the difference between bullying, teasing, and mean spirited behavior.</p> <p>VP 1.2.2 Explain why it is wrong to tease or bully others.</p> <p>VP 1.3.2 Explain what to do if someone is being bullied.</p>

	school and community health helpers (e.g., school nurse, teacher, healthcare provider, police officer, etc.).	<ul style="list-style-type: none"> ● Respect for others 	
<p>Standard #4 Interpersonal Communication</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Performance Indicator #4 Interpersonal Communication</p> <p>IC 4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p>IC 4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.</p> <p>IC 4.3.2 Demonstrate effective refusal skills including firmly saying “no” and getting away.</p> <p>IC 4.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>Healthy Eating and Physical Activity</p> <p>HEPA 1.1.2 Explain the importance of trying new foods.</p> <p>HEPA 1.2.2 Explain the importance of choosing healthy foods and beverages and daily physical activity.</p> <p>HEPA 1.3.2 Identify a variety of healthy snacks.</p> <p>HEPA 1.4.2 Describe body signals that tell a person when they are hungry and when they are full.</p> <p>HEPA 1.5.2 Identify healthy eating patterns that provide energy and help the body grow and develop.</p> <p>Sexual Health</p> <p>SH 1.1.2 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)</p> <p>SH 1.2.2 Identify those parts of the body that are considered private.</p> <p>Optimal Wellness and Disease Prevention</p> <p>OWDP 1.1.2 Identify different ways that disease-causing germs are transmitted (i.e. skin, mucus membranes, coughing, and contact with bodily fluids).</p> <p>OWDP 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’s bodily fluids).</p> <p>Sexual Assault/Abuse Education and Prevention</p>
<p>Standard #5 Decision Making</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance Indicator #5 Decision Making</p> <p>DM 5.1.2 Identify situations which need a health-related decision.</p> <p>DM 5.2.2 Identify how family, peers or media influence a health-related decision.</p> <p>DM 5.3.2 Explain the potential positive and negative</p>	<p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems 	

	<p>outcomes from health-related decisions.</p> <p>DM 5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.</p>	<ul style="list-style-type: none"> ● Evaluating ● Reflecting ● Ethical responsibility 	<p>SAAP 1.1.2 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.</p> <p>SAAP 1.2.2 Explain why inappropriate touches should be reported to a trusted adult.</p> <p>SAAP 1.3.2 Explain that a child is not at fault if someone touches him or her in an inappropriate way.</p> <p>SAAP 1.4.2 Explain why everyone has the right to tell others not to touch his or her body.</p> <p>SAAP 1.5.2 Explain the importance of respecting the personal space and boundaries of others.</p>
<p>Standard #6 Goal Setting</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance Indicator #6 Goal Setting</p> <p>GS 6.1.2 Identify a realistic personal short-term health goal.</p> <p>GS 6.2.2 Take steps to achieve the personal health goal.</p> <p>GS 6.3.2 Identify people who can help achieve a personal health goal.</p>		<p>SAAP 1.4.2 Explain why everyone has the right to tell others not to touch his or her body.</p> <p>SAAP 1.5.2 Explain the importance of respecting the personal space and boundaries of others.</p> <p>Mental and Emotional Health</p> <p>MEH 1.1.2 Identify a variety of feelings that people experience</p> <p>MEH 1.2.2 Explain the relationship between feelings and behavior.</p> <p>MEH 1.3.2 Explain the importance of talking with parents and other trusted adults about feelings.</p>
<p>Standard #7 Self-management</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance Indicator #7 Self-management</p> <p>SM 7.1.2 Identify practices that reduce or prevent health risks.</p> <p>SM 7.2.2 Demonstrate healthy practices.</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills 	<p>Safety and Injury Prevention</p> <p>SIP 1.1.2 State the benefits of riding in the back seat when a passenger in a motor vehicle.</p> <p>SIP 1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.</p> <p>SIP 1.3.2 Identify safe behaviors when getting on and off and while riding on a bus.</p> <p>SIP 1.4.2 Identify safety rules for playing on playground, swimming, and playing sports.</p> <p>SIP 1.5.2 Describe how injuries can be prevented.</p> <p>SIP 1.6.2 Identify safety rules for being around fire.</p> <p>SIP 1.7.2 Describe how to be a safe pedestrian.</p>
<p>Standard #8 Advocacy</p> <p>Students will demonstrate the</p>	<p>Performance Indicator #8 Advocacy</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen</p>	

<p>ability to advocate for personal, family, and community health.</p>	<p>AV 8.1.2 Demonstrate how to encourage self and others to make healthy choices.</p>	<p>well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>SIP 1.8.2 Identify safety hazards in the home. SIP 1.9.2 Identify how household products are harmful if ingested or inhaled. SIP 1.10.2 Identify safety hazards in the community. SIP 1.11.2 Identify people who can help when someone is injured or suddenly ill.</p>
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Health and Safety Education Standards and Performance Indicators Grades 3 – 5

Health Education Skills Based Standards (2-8)	Performance Indicators	Social Emotional Learning Competencies	Health and Safety Education Core Content (Refer to Appendices A & B for Connecticut Health and Safety Education requirements)
<p>Standard #2 Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Performance Indicator #2 Analyzing Influences</p> <p>INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.</p> <p>INF 2.2.5 Identify and describe influences of media and technology affect personal health practices and behaviors.</p>	<p>Self-Awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Alcohol, Nicotine, Other Drugs (ANOD)</p> <p>ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.</p> <p>ANOD 1.2.5 Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.</p> <p>ANOD 1.3.5 Identify short- and long-term effects of alcohol and nicotine use, including second-hand effects.</p> <p>ANOD 1.4.5 Explain the dangers of experimenting with nicotine and alcohol</p> <p>ANOD 1.5.5 Describe family rules about avoiding nicotine and alcohol use.</p> <p>ANOD 1.6.5 Identify the social impacts of ANOD use (e.g. family, friends, peers)</p> <p>Healthy Relationships</p> <p>HR 1.1.5 List healthy ways to express affection, love, and friendship.</p> <p>HR 1.2.5 Identify characteristics and benefits of healthy family and peer relationships.</p> <p>HR 1.3.5 Describe the value of others’ talents and strengths.</p> <p>HR 1.4.5 Describe how people are similar and different (e.g. sexual identity, gender, etc.)</p> <p>HR 1.5.5 Describe strategies to solve interpersonal conflict.</p> <p>Violence Prevention</p> <p>VP 1.1.5 Summarize why it is wrong to tease or bully others.</p> <p>VP 1.2.5 Identify nonviolent ways to manage anger.</p>
<p>Standard #3 Accessing Information</p> <p>Students will demonstrate the ability to access valid information, products, and</p>	<p>Performance Indicator #3 Accessing Information</p> <p>AI 3.1.5 Describe characteristics of accurate health information.</p> <p>AI 3.2.5 Describe characteristics of appropriate and reliable health products.</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school,</p>	<p>VP 1.1.5 Summarize why it is wrong to tease or bully others.</p> <p>VP 1.2.5 Identify nonviolent ways to manage anger.</p>

<p>services to enhance health.</p>	<p>AI 3.3.5 Describe characteristics of appropriate and trustworthy health services. AI 3.4.5 Demonstrate how to locate sources of accurate health information.</p>	<p>and community resources and supports.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity ● Respect for others 	<p>VP 1.3.5 Describe the difference between mean spirited behavior, bullying, and harassment. VP 1.4.5 Explain the difference between tattling and reporting aggressive or violent behavior.</p> <p>Healthy Eating and Physical Activity HEPA 1.1.5 Name the food groups and variety of nutritious food choices for each food group. HEPA 1.2.5 Explain the importance of eating a variety of foods from all the food groups. HEPA 1.3.5 Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity HEPA 1.4.5 Identify nutritious and non-nutritious beverages. HEPA 1.5.5 Describe the benefits of consuming plenty of water. HEPA 1.6.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. HEPA 1.7.5 Explain the concept of eating in moderation. HEPA 1.8.5 Explain body signals that tell a person when they are hungry and when they are full.</p>
<p>Standard #4 Interpersonal Communication</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Performance Indicator #4 Interpersonal Communication</p> <p>IC 4.1.5 Demonstrate effective verbal and nonverbal communication skills.</p> <p>IC 4.2.5 Demonstrate empathetic, compassionate, and supportive behavior toward others.</p> <p>IC 4.3.5 Demonstrate refusal skills to avoid or reduce health risk.</p> <p>IC 4.4.5 Demonstrate healthy ways to manage or resolve conflict.</p> <p>IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>Sexual Health SH 1.1.5 Describe basic reproductive body parts and their functions. SH 1.2.5 Describe the physical, social, and emotional changes that occur during puberty. SH 1.3.5 Explain how puberty and development can vary greatly and still be normal.</p>
<p>Standard #5 Decision Making</p> <p>Students will demonstrate the ability to use decision-making skills to enhance</p>	<p>Performance Indicator #5 Decision Making</p> <p>DM 5.1.5 Identify situations which need a health-related decision.</p>	<p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of</p>	<p>Optimal Wellness and Disease Prevention OWDP 1.1.5 Describe ways to prevent the spread of germs that cause infectious diseases. OWDP 1.2.5 Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly. OWDP 1.3.5 Define the terms communicable and non-communicable disease and identify ways to help prevent</p>

<p>health.</p>	<p>DM 5.2.5 Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>DM 5.3.5 Explain how family, culture, peers or media influence a health-related decision.</p> <p>DM 5.4.5 Identify options and their potential outcomes when making a health-related decision.</p> <p>DM 5.5.5 Choose a healthy option when making a decision.</p> <p>DM 5.6.5 Describe the final outcome of a health-related decision.</p>	<p>various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting ● Ethical responsibility 	<p>disease (e.g. HIV, diabetes, cancer, heart disease).</p> <p>OWDP 1.4.5 Describe symptoms that occur when a person is sick.</p> <p>OWDP 1.5.5 Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.</p> <p>OWDP 1.6.5 Describe the importance of seeking help and treatment for diseases.</p> <p>Sexual Assault/Abuse Education and Prevention</p> <p>SAAP 1.1.5 Distinguish between “appropriate” and “inappropriate” touch.</p> <p>SAAP 1.2.5 Explain that inappropriate touches should be reported to a trusted adult.</p> <p>SAAP 1.3.5 Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.</p> <p>SAAP 1.4.5 Explain that everyone has the right to tell others not to touch his or her body.</p>
<p>Standard #6 Goal Setting</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance Indicator #6 Goal Setting</p> <p>GS 6.1.5 Set a realistic personal health goal.</p> <p>GS 6.2.5 Track progress toward achieving a personal health goal.</p> <p>GS 6.3.5 Identify resources that can help achieve a personal health goal.</p>		<p>Mental and Emotional Health</p> <p>MEH 1.1.5 Explain why sleep and rest are important for proper growth and good health.</p> <p>MEH 1.2.5 Explain what it means to be mentally or emotionally healthy.</p> <p>MEH 1.3.5 Describe the relationship between feelings and behavior and describe appropriate ways to express a variety of feelings (i.e. anger, happiness, sadness, frustration, excitement, etc.)</p>
<p>Standard #7 Self-management</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance Indicator #7 Self-management</p> <p>SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.</p> <p>SM 7.2.5 Demonstrate healthy practices and behaviors.</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p>	<p>MEH 1.4.5 Identify feelings and emotions associated with loss and grief.</p> <p>MEH 1.5.5 Identify role models who demonstrate positive emotional health.</p> <p>MEH 1.6.5 Explain the importance of talking with parents and other trusted adults about feelings.</p> <p>MEH 1.7.5 Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.</p> <p>MEH 1.8.5 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration)</p>

	SM 7.3.5 Make a commitment to practice healthy behaviors.	<ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills 	MEH 1.9.5 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
<p>Standard #8 Advocacy</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance Indicator #8 Advocacy</p> <p>AV 8.1.5 Give factual information to improve the health of self and others.</p> <p>AV 8.2.5 State personal beliefs to improve the health of self and others.</p> <p>AV 8.3.5 Demonstrate how to support self and others to make positive health choices.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>Safety and Injury Prevention</p> <p>SIP 1.1.5 Identify ways to reduce risk of injuries while riding in a motor vehicle.</p> <p>SIP 1.2.5 List examples of dangerous or risky behaviors that might lead to injuries.</p> <p>SIP 1.3.5 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.</p> <p>SIP 1.4.5 Identify ways to reduce risk of injuries in case of a fire, around water, and from falls.</p> <p>SIP 1.5.5 Identify ways to protect vision or hearing from injury.</p> <p>SIP 1.6.5 Identify ways to reduce injuries from firearms.</p> <p>SIP 1.7.5 Identify ways to reduce injuries as a pedestrian.</p> <p>SIP 1.8.5 Identify safety precautions for playing and working outdoors in different kinds of weather and climates.</p> <p>SIP 1.9.5. List ways to prevent injuries at home, at school and the community.</p> <p>SIP 1.10.5 Identify ways to reduce risk of injuries from animal and insect bites and stings.</p> <p>SIP 1.11.5 Explain why household products are harmful if ingested or inhaled.</p> <p>SIP 1.12.5 Explain what to do if someone is poisoned or injured and needs help.</p> <p>SIP 1.13.5 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets.</p> <p>SIP 1.14.5 Explain how hearing can be damaged by loud sounds.</p> <p>SIP 1.15.5 Describe how vision can be damaged.</p> <p>SIP 1.16.5 Describe ways to prevent vision or hearing damage.</p> <p>SIP 1.17.5 Describe ways to prevent harmful effects of the sun.</p>

Health and Safety Education Standards and Performance Indicators Grades 6-8

Health Education Skills Based Standards (2-8)	Performance Indicators	Social Emotional Learning Competencies	Health and Safety Education Core Content (Refer to Appendices A & B for Connecticut Health and Safety Education requirements)
<p>Standard #2 Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Performance Indicator #2 Analyzing Influences</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p>	<p>Self-Awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Alcohol, Nicotine, Other Drugs (ANOD)</p> <p>ANOD 1.1.8 Healthy coping mechanisms and alternatives to substance use</p> <p>ANOD 1.2.8 Distinguish between proper use and abuse of over-the-counter and prescription medicines.</p> <p>ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.</p> <p>ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs.</p> <p>ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.</p> <p>ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine and other drugs.</p> <p>ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.</p> <p>ANOD 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.</p> <p>ANOD 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)</p> <p>Healthy Relationships/Violence</p>

	INF 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.		<p>Prevention</p> <p>HR 1.1.8 Differentiate among gender expression, gender identity and sexual orientation</p> <p>HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.)</p> <p>HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries)</p> <p>HR 1.4.8 Differentiate between healthy and unhealthy relationships.</p> <p>HR 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).</p> <p>HR 1.6.8 Explore strategies to address unhealthy relationships</p> <p>HR 1.7.8 Describe healthy ways to express affection, love, and friendship.</p> <p>HR 1.8.8 Explain why individuals have the right to set boundaries regarding personal and sexual contact, including consent/ laws</p> <p>HR 1.9.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>HR 1.10.8 Explain how the use of social media can positively and negatively impact relationships</p> <p>HR 1.11.8 The legal and social consequences of viewing and/or sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).</p> <p>Violence Prevention</p> <p>VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.</p> <p>VP 1.2.8 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p>VP 1.3.8 Describe strategies to avoid physical fighting and violence.</p> <p>VP 1.4.8 Describe how the presence of weapons increases the risk of serious violent injuries.</p> <p>VP 1.5.8 Summarize how participation in gangs can lead to violence.</p> <p>VP 1.6.8 Summarize why the presence of weapons increases the likelihood of violent injury.</p> <p>VP 1.7.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.</p>
<p>Standard #3 Accessing Information</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>Performance Indicator #3 Accessing Information</p> <p>AI 3.1.12 Evaluate the validity and reliability of health information, products and services.</p> <p>AI 3.2.12 Determine the accessibility of valid and reliable health products and services.</p> <p>AI 3.3.12 Determine when professional health services may be required.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products and services.</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity ● Respect for others 	
<p>Standard #4 Interpersonal Communication</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and</p>	<p>Performance Indicator #4 Interpersonal Communication</p> <p>IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social</p>	

<p>avoid or reduce health risks.</p>	<p>oneself and others.</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p>	<p>pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>VP 1.8.8 Define prejudice, discrimination and bias.</p> <p>Healthy Eating and Physical Activity</p> <p>HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category</p> <p>HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.3.8 Describe how to make healthy food choices when given options</p> <p>HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water</p> <p>HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight</p> <p>HEPA 1.6.8 Differentiate between healthy eating and disordered eating</p> <p>HEPA 1.7.8 Recognize the importance of respecting life-threatening food allergy needs in self and others</p> <p>HEPA 1.8.8 Analyze food labels for the purpose of limiting the consumption of fats, added sugar, and sodium and preventing life-threatening food allergies.</p> <p>HEPA 1.9.8 Explain the relationship between access to healthy foods and personal food choices.</p>
<p>Standard #5 Decision Making</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance Indicator #5 Decision Making</p> <p>DM 5.1.12 Examine barriers to healthy decision making.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>DM 5.3.12 Generate alternatives when making a health-related decision.</p> <p>DM 5.4.12 Predict potential short- and long-term consequences of alternatives to health-related decisions.</p> <p>DM 5.5.12 Choose a healthy alternative when making a health-related decision.</p>	<p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting ● Ethical responsibility 	<p>Sexual Health</p> <p>SH 1.1.8 Accessing resources, products, services related to sexual health</p> <p>SH 1.2.8 Explain sexual activity and their associated risks (i.e. vaginal, anal, oral)</p> <p>SH 1.3.8 Describe reproductive body parts and their functions.</p> <p>SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception</p> <p>SH 1.5.8 Determine the benefits of being sexually abstinent.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted.</p> <p>SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.</p> <p>SH 1.8.8 Summarize which STDs can be cured and which can be treated.</p> <p>SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.</p> <p>SH 1.10.8 Describe how the effectiveness of condoms can reduce the risk</p>

	DM 5.6.12 Evaluate the effectiveness of health-related decisions.		of HIV, and other STDs including HPV (Human Papillomavirus). SH 1.11.8 Accessing resources, products, services related HIV, STD’s and prevention. SH 1.12.8 Describe how to effectively perform breast and testicular self-exams for the purpose of screening for breast cancer and testicular cancer. SH 1.13.8 Discuss the implication of the Safe Haven Law.
<p>Standard #6 Goal Setting</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>#6 Goal Setting</p> <p>GS 6.1.12 Assess personal health practices and behaviors.</p> <p>GS 6.2.12 Set a realistic personal health goal.</p> <p>GS 6.3.12 Assess the barriers to achieving a personal health goal.</p> <p>GS 6.4.12 Develop a plan to attain a personal health goal.</p> <p>GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal.</p> <p>GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal.</p> <p>GS 6.7.12 Formulate an effective long-term plan to achieve a health goal.</p>		<p>Optimal Wellness and Disease Prevention</p> <p>OWDP 1.1.8 Describe the benefits of good hygiene practices</p> <p>OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases and the importance of seeking treatment</p> <p>OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis).</p> <ul style="list-style-type: none"> ○ Intake (food, air, water, substances) ○ Output (physical activity and movement; elimination of waste) ○ Sleep ○ Stress Management <p>OWDP 1.4.8 Summarize the symptoms of someone who is sick or getting sick.</p> <p>OWDP 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.</p> <p>Sexual Assault/Abuse Education and Prevention</p> <p>SAAP 1.1.8 Explain that acquaintance rape and sexual assault are illegal.</p> <p>SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.</p> <p>SAAP 1.3.8 Explain that a person who has been sexually assaulted or raped is not at fault</p> <p>SAAP 1.4.8 Explain why people have the right to refuse sexual contact.</p> <p>SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p> <p>SAAP 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.</p> <p>SAAP 1.7.8 Explain why a person who has been sexually mistreated,</p>
<p>Standard #7 Self-management</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance Indicator #7 Self-management</p> <p>SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p>	

	<p>SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>SM 7.4.12 Make a commitment to practice healthy behaviors.</p>	<ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills 	<p>groomed, harassed, abuse, assaulted, or exploited is not at fault.</p> <p>SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.</p> <p>SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking.</p> <p>SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p> <p>SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.</p> <p>SAAP 1.12.8 Advocate for safe environments that encourage dignified and respectful treatment of others.</p>
<p>Standard #8 Advocacy</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance Indicator #8 Advocacy</p> <p>AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p> <p>AV 8.3.12 Collaborate with others to advocate for improving personal, family and community health.</p> <p>AV 8.4.12 Adapt health messages and communication techniques for a specific target audience.</p> <p>AV 8.5.12 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p> <p>SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.</p> <p>SAAP 1.12.8 Advocate for safe environments that encourage dignified and respectful treatment of others.</p> <p>SAAP 1.13.12 Training in the prevention and identification of, and response to, child sexual abuse and assault .</p> <p>SAAP 1.14.12 Skills to recognize:</p> <ul style="list-style-type: none"> ○ child sexual abuse and assault; ○ boundary violations and unwanted forms of touching and contact; and ○ ways offenders groom or desensitize victims <p>SAAP 1.15.12 Strategies to:</p> <ul style="list-style-type: none"> ○ promote disclosure; ○ reduce self-blame; and ○ mobilize bystanders <p>1.16.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance</p> <p>SAAP 1.17.12 Consent. Explain why people have the right to refuse sexual contact.</p> <p>SAAP 1.18.12 Skills to recognize:</p> <ul style="list-style-type: none"> ○ Human trafficking ○ Commercial sexual exploitation ○ Sexual harassment and assault <p>Mental and Emotional Health</p> <p>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)</p> <p>MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence)</p> <p>MEH 1.3.8 Recognize the connection between depression and suicidal</p>

			<p>ideation</p> <p>MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others</p> <p>MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies</p> <p>MEH 1.6.8 Describe characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.7.8 Discuss how emotions change during adolescence.</p> <p>MEH 1.8.8 Describe characteristics of positive mental and emotional health.</p> <p>MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.</p> <p>MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset.</p> <p>MEH 1.11.8 Summarize feelings and emotions associated with loss and grief.</p> <p>MEH 1.12.8 Explain the importance of a positive body image.</p> <p>MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress and anxiety.</p> <p>MEH 1.15.8 Describe personal stressors at home, in school, and with friends.</p> <p>MEH 1.16.8 Analyze the risks of impulsive behaviors.</p> <p>MEH 1.17.8 Identify trusted adults and resources for assistance</p> <p>MEH 1.18.12 Identify strategies and resources associated with suicide prevention</p> <p>Safety and Injury Prevention</p> <p>SIP 1.1.8 Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>SIP 1.2.8 CPR/First Aid</p> <p>SIP 1.3.8 Digital Wellness</p> <p>SIP 1.4.8 Identify the potential for injury in a variety of situations and environments</p> <p>SIP 1.5.8 Describe ways to reduce risk of injuries while riding in or on a motor vehicle.</p> <p>SIP 1.6.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.</p>
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Health and Safety Education Standards and Performance Indicators Grades 9-12

Health Education Skills Based Standards (#2-8)	Performance Indicators	Social Emotional Learning Competencies	Health and Safety Education Core Content (Refer to Appendices A & B for Connecticut Health and Safety Education requirements)
<p>Standard #2 Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Performance Indicator #2 Analyzing Influences</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>INF 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</p>	<p>Self-Awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Alcohol, Nicotine, Other Drugs (ANOD)</p> <p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.2.12 Analyze situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.3.12 Analyze the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.</p> <p>ANOD 1.5.12 Analyze 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</p> <p>ANOD 1.6.12 Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.</p> <p>ANOD 1.7.12 Identify treatments for addiction to ANOD</p> <p>ANOD 1.8.12 Evaluate the financial costs of nicotine use to the individual and society.</p> <p>Healthy Relationships/Violence Prevention</p> <p>HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society..</p> <p>HR 1.2.12 Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)</p> <p>HR 1.3.12 Analyze how power and control differences in relationships can contribute to aggression and violence</p> <p>HR 1.4.12 Analyze the effects of viewing pornography, sexting, etc. on healthy relationships</p>

	oneself and others.		HR 1.5.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others). HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other social media). HR 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 1.9.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. HR 1.10.12 Identify and analyze signs and symptoms of adolescent relationship abuse HR 1.11.12 Identify and analyze signs and symptoms of intimate partner violence HR 1.12.12 Identify, summarize and analyze Connecticut consent laws
<p>Standard #3 Accessing Information</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>Performance Indicator #3 Accessing Information</p> <p>AI 3.1.12 Evaluate the validity and reliability of health information, products and services.</p> <p>AI 3.2.12 Determine the accessibility of valid and reliable health products and services.</p> <p>AI 3.3.12 Determine when professional health services may be required.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products and services.</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity ● Respect for others 	
<p>Standard #4 Interpersonal Communication</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Performance Indicator #4 Interpersonal Communication</p> <p>IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity ● Respect for others 	<p>Violence Prevention</p> <p>VP 1.1.12 Analyze why prosocial behaviors can help prevent violence.</p> <p>VP 1.2.12 Analyze the negative consequences of violence to perpetrators, victims, and bystanders.</p> <p>VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.</p> <p>VP 1.5.12 Analyze how gang involvement can contribute to violence.</p> <p>VP 1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.</p> <p>VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.</p> <p>Healthy Eating and Physical Activity</p>

	<p>IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>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.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity and overall health.</p> <p>HEPA 1.3.12 Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.</p> <p>HEPA 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)</p> <p>HEPA 1.6.12 Distinguish food sources that provide key nutrients.</p> <p>HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output)</p> <p>HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.</p> <p>HEPA 1.12.12 Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)</p> <p>HEPA 1.13.12 Analyze the difference between consuming food as fuel vs. food as emotional comfort</p> <p>HEPA 1.14.12 Analyze healthy and risky approaches to weight management.</p> <p>HEPA 1.15.12 Analyze the physical and psychological effects of life-threatening food allergies.</p> <p>Sexual Health and HIV</p> <p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception</p>
<p>Standard #5 Decision Making</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance Indicator #5 Decision Making</p> <p>DM 5.1.12 Examine barriers to healthy decision making.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>DM 5.3.12 Generate alternatives when making a health-related decision.</p> <p>DM 5.4.12 Predict potential short- and long-term consequences of alternatives to health-related decisions.</p>	<p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting 	<p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.</p> <p>HEPA 1.12.12 Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)</p> <p>HEPA 1.13.12 Analyze the difference between consuming food as fuel vs. food as emotional comfort</p> <p>HEPA 1.14.12 Analyze healthy and risky approaches to weight management.</p> <p>HEPA 1.15.12 Analyze the physical and psychological effects of life-threatening food allergies.</p> <p>Sexual Health and HIV</p> <p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception</p>

	<p>DM 5.5.12 Choose a healthy alternative when making a health-related decision.</p> <p>DM 5.6.12 Evaluate the effectiveness of health-related decisions.</p>	<ul style="list-style-type: none"> ● Ethical responsibility 	<p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.3.12 Accessing reproductive health resources as it relates to state laws and the rights of minors</p> <p>SH 1.4.12 Explain the effects of alcohol and other drug use during pregnancy.</p>
<p>Standard #6 Health Enhancing Behaviors</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>#6 Goal Setting</p> <p>GS 6.1.12 Assess personal health practices and behaviors.</p> <p>GS 6.2.12 Set a realistic personal health goal.</p> <p>GS 6.3.12 Assess the barriers to achieving a personal health goal.</p> <p>GS 6.4.12 Develop a plan to attain a personal health goal.</p> <p>GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal.</p> <p>GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal.</p> <p>GS 6.7.12 Formulate an effective long-term plan to achieve a health goal.</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills <p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating 	<p>SH 1.5.12 Analyze the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries)</p> <p>SH 1.6.12 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)</p> <p>SH 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.</p> <p>SH 1.8.12 Analyze 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).</p> <p>SH 1.9.12 Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD’s</p> <p>SH 1.10.12 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.</p> <p>SH 1.11.12 Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner.</p> <p>SH 1.12.12 Discuss the implication of the Safe Haven Law.</p> <p>SH 1.13.12 Analyze the emotional, social, physical and financial effects of being a teen parent.</p> <p>Optimal Wellness and Disease Prevention</p> <p>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</p> <p>OWDP 1.2.12 Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)</p> <p>OWDP 1.3.12 Analyze the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer,</p>

		<ul style="list-style-type: none"> ● Reflecting ● Ethical responsibility 	<p>diabetes, hypertension and osteoporosis).</p> <ul style="list-style-type: none"> ○ Intake (food, air, water, substances) ○ Output (physical activity and movement; elimination of waste) ○ Sleep ○ Stress Management
<p>Standard #7 Goal Setting</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance Indicator #7 Self-management</p> <p>SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p> <p>SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>SM 7.4.12 Make a commitment to practice healthy behaviors.</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills <p>Responsible Decision Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting 	<p>OWDP 1.4.12 Discuss using family history gender, and age to make informed health related decisions</p> <p>OWDP 1.5.12 Differentiate between Communicable and Non-Communicable diseases</p> <p>OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.</p> <p>Sexual Assault/Abuse Education and Prevention</p> <p>SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.</p> <p>SAAP 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.</p> <p>SAAP 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)</p> <p>SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.</p> <p>SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).</p> <p>SAAP 1.7.12 Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.</p> <p>SAAP 1.8.12 Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.</p> <p>SAAP 1.9.12 Training in the prevention and identification of, and</p>

		<ul style="list-style-type: none"> ● Ethical responsibility 	
<p>Standard #8 Advocacy</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance Indicator #8 Advocacy</p> <p>AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p> <p>AV 8.3.12 Collaborate with others to advocate for improving personal, family and community health.</p> <p>AV 8.4.12 Adapt health messages and communication techniques for a specific target audience.</p> <p>AV 8.5.12 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork 	<p>response to:</p> <ul style="list-style-type: none"> ○ Child sexual abuse and assault ○ Human trafficking ○ Commercial sexual exploitation ○ Sexual harassment and assault <p>SAAP 1.10.12 Skills to recognize:</p> <ul style="list-style-type: none"> ○ child sexual abuse and assault; ○ boundary violations and unwanted forms of touching and contact; and ○ ways offenders groom or desensitize victims <p>SAAP 1.11.12 Strategies to:</p> <ul style="list-style-type: none"> ○ promote disclosure; ○ reduce self-blame; and ○ mobilize bystanders <p>SAAP 1.12.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance</p> <p>SAAP 1.13.12 Consent. Explain why people have the right to refuse sexual contact.</p> <p>Mental and Emotional Health</p> <p>MEH 1.1.12 Analyze characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Analyze how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.4.12 Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response</p> <p>MEH 1.5.12 Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning</p> <p>MEH 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)</p> <p>MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.</p> <p>MEH 1.8.12 Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care)</p> <p>MEH 1.9.12 Summarize strategies for coping with loss and grief.</p>

			<p>MEH 1.10.12 Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <p>MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders)</p> <p>MEH 1.12.12 Differentiate between positive and negative body image.</p> <p>MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p> <p>Safety and Injury Prevention</p> <p>SIP 1.1.12 Safe Driving (Texting, seat belt)</p> <p>SIP 1.2.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>SIP 1.3.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.</p> <p>SIP 1.4.12 Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.)</p> <p>SIP 1.5.12 Prioritize actions to take to prevent injuries during severe weather.</p> <p>SIP 1.6.12 Summarize ways to reduce the risk of injuries from firearms.</p> <p>SIP 1.7.12 Summarize ways to reduce safety hazards in the home, school or in the community. .</p> <p>SIP 1.8.12 Describe actions to take in case of mass trauma.</p> <p>SIP 1.9.12 Explain accepted procedures for basic emergency care and lifesaving.</p> <p>SIP 1.10.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.</p> <p>SIP 1.11.12 Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies.</p> <p>SIP 1.12.12 Summarize ways to reduce the risk of Life-threatening food allergies</p> <p>SIP 1.13.12 Describe digital wellness</p> <p>SIP 1.14.12 Describe personal actions to take for accident prevention</p>
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Appendix A

Connecticut Health and Safety Education Laws

C.G.S Section 10-16b. Prescribed courses of study - (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; computer programming instruction; and in addition, on at least the secondary level, one or more world languages and vocational education. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the “arts” means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include:

(1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American history; (4) Puerto Rican history; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

C.G.S. Section 10-16qq Cardiopulmonary resuscitation instruction – (a) For the school year commencing July 1, 2016, and each school year thereafter, each local and regional board of education shall include cardiopulmonary resuscitation instruction as part of the health and safety curriculum for the school district. Such instruction shall be based on guidelines for emergency cardiovascular care issued by the American Heart Association, and include, but need not be limited to, hands-on training in cardiopulmonary resuscitation. (b) A local or regional board of education may accept gifts, grants and donations, including, but not limited to, in-kind donations, designated for the purchase of equipment or materials needed to provide cardiopulmonary resuscitation instruction under this section.

C.G.S. Section 10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel - (a) The knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine or tobacco and of drugs, as defined in subdivision (17) of section 21a-240, on health, character, citizenship and personality development shall be taught every academic year to pupils in all grades in the public schools; and, in teaching such subjects, textbooks and such other materials as are necessary shall be used. Annually, at such time and in such manner as the Commissioner of Education shall request, each local and regional board of education shall attest to the State Board of Education that all pupils enrolled in its schools have been taught such subjects pursuant to this subsection and in accordance with a planned, ongoing and systematic program of instruction. The content and scheduling of instruction shall be within the discretion of the local or regional board of education. Institutions of higher education approved by the State Board of Education to train teachers shall give instruction on the subjects prescribed in this section and concerning the best methods of teaching the same. The State Board of Education and the Board of Regents for Higher Education in consultation with the Commissioner of Mental Health and Addiction Services and the Commissioner of Public Health shall develop

health education or other programs for elementary and secondary schools and for the training of teachers, administrators and guidance personnel with reference to understanding and avoiding the effects of nicotine or tobacco, alcohol and drugs.

(b) Commencing July 1, 1989, each local and regional board of education shall offer during the regular school day planned, ongoing and systematic instruction on acquired immune deficiency syndrome, as taught by legally qualified teachers. The content and scheduling of the instruction shall be within the discretion of the local or regional board of education. Not later than July 1, 1989, each local and regional board of education shall adopt a policy, as the board deems appropriate, concerning the exemption of pupils from such instruction upon written request of the parent or guardian. The State Board of Education shall make materials available to assist local and regional boards of education in developing instruction pursuant to this subsection.

C.G.S. Section 221a High school graduation requirements. Student support and remedial services. Excusal from physical education requirement. Diplomas for certain veterans and certain persons assisting in the war effort during World War II. Student success plans. Connecticut State Seal of Biliteracy - Addresses the new graduation requirements for the incoming freshman class. Students must satisfactorily complete one credit in health and safety education and one credit in physical education and wellness in order to graduate in 2023. Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, shall satisfy the graduation requirements. For instance, participation in interscholastic or intramural sports would not meet the requirement for granting high school credit for physical education and wellness.

Public Act 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes (Section 7) - The Department of Education shall update the comprehensive school health education component of the Healthy and Balanced Living Curriculum Framework developed by the department in 2006 to include sexual harassment and assault, adolescent relationship abuse and intimate partner violence, and human trafficking and commercial sexual exploitation.

Public Act 18-185 An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools - The Department of Education shall update the Healthy and Balanced Living Curriculum Framework, issued by the department in 2006, to include life-threatening food allergies.

C.G.S. Section 17a-101q State-wide sexual abuse and assault awareness and prevention program - (a) Not later than July 1, 2016, the Department of Children and Families, in collaboration with the Department of Education and Connecticut Alliance to End Sexual

Violence, or a similar entity, shall identify or develop a state-wide sexual abuse and assault awareness and prevention program for use by local and regional boards of education. Such program shall be implemented in each local and regional school district and shall include:

- (1) For teachers, instructional modules that may include, but not be limited to, (A) training regarding the prevention and identification of, and response to, child sexual abuse and assault, and (B) resources to further student, teacher and parental awareness regarding child sexual abuse and assault and the prevention of such abuse and assault;
 - (2) For students, age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders; and
 - (3) A uniform child sexual abuse and assault response policy and reporting procedure that may include, but not be limited to, (A) actions that child victims of sexual abuse and assault may take to obtain assistance, (B) intervention and counseling options for child victims of sexual abuse and assault, (C) access to educational resources to enable child victims of sexual abuse and assault to succeed in school, and (D) uniform procedures for reporting instances of child sexual abuse and assault to school staff members.
- (b) Not later than October 1, 2016, each local and regional board of education shall implement the sexual abuse and assault awareness and prevention program identified or developed pursuant to subsection (a) of this section.
- (c) No student in grades kindergarten to twelve, inclusive, shall be required by any local or regional board of education to participate in the sexual abuse and assault awareness and prevention program offered within the public schools. A written notification to the local or regional board of education by the student's parent or legal guardian shall be sufficient to exempt the student from such program in its entirety or from any portion thereof so specified by the parent or legal guardian.
- (d) If a student is exempted from the sexual abuse and assault awareness and prevention program pursuant to subsection (c) of this section, the local or regional board of education shall provide, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

**Appendix B:
Health and Safety Education Compliance Review**

Connecticut State Department of Education Health and Safety Education Compliance Review This document is a self-evaluation tool for public school districts to ensure compliance with Health and Safety Education state requirements			
School Health Education Requirements	Compliant		Non-Compliant
State Mandated Health and Safety Education Content Requirements	Grades Levels	Documentation	Plans to address
C.G.S. Section 10-16b Prescribed Courses of Study. (c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic. Health and Safety Education must be offered in Grades K-12, taught by legally qualified teachers and include, at a minimum:			
<ul style="list-style-type: none"> • Human growth and development 			
<ul style="list-style-type: none"> • Nutrition 			
<ul style="list-style-type: none"> • First aid 			
<ul style="list-style-type: none"> • Cardiopulmonary resuscitation training in accordance with Section 10-16gg: <ul style="list-style-type: none"> ○ May include the use of automatic external defibrillators. 			

<p><u>Sec. 10-16gg. Cardiopulmonary resuscitation instruction.</u> (a) For the school year commencing July 1, 2016, and each school year thereafter, each local and regional board of education shall include cardiopulmonary resuscitation instruction as part of the health and safety curriculum for the school district. Such instruction shall be based on guidelines for emergency cardiovascular care issued by the American Heart Association, and include, but need not be limited to, hands-on training in cardiopulmonary resuscitation. (b) A local or regional board of education may accept gifts, grants and donations, including, but not limited to, in-kind donations, designated for the purchase of equipment or materials needed to provide cardiopulmonary resuscitation instruction under this section.</p>			
<ul style="list-style-type: none"> • Disease prevention 			
<ul style="list-style-type: none"> • Cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for: <ul style="list-style-type: none"> ○ breast cancer; and ○ testicular cancer 			
<ul style="list-style-type: none"> • Community and consumer health 			
<ul style="list-style-type: none"> • Physical, mental, and emotional health 			
<ul style="list-style-type: none"> • Youth suicide prevention 			
<ul style="list-style-type: none"> • Substance abuse prevention, including instruction relating to opioid use and related disorders 			
<ul style="list-style-type: none"> • Safety: <ul style="list-style-type: none"> ○ must include safe use of social media (as defined in section 9-601); and ○ may include the dangers of gang membership 			
<ul style="list-style-type: none"> • Accident prevention 			
<ul style="list-style-type: none"> • Section 10-16b (d) - Local and regional boards of education are encouraged to provide instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61: <ul style="list-style-type: none"> ○ Sec. 17a-57. Designation of emergency room nursing staff to take physical custody of infant voluntarily surrendered. 			

<ul style="list-style-type: none"> ○ Sec. 17a-58. Physical custody of infant upon voluntary surrender by parent or agent. Mother's surrender of custody of infant in hospital. Medical history. Identification bracelet. ○ Sec. 17a-59. Notification of custody. Assumption of care and control by commissioner. Identification of prospective adoptive parent. Limitation on disclosure of parentage. ○ Sec. 17a-59a. Definitions. Removal of infant from prospective adoptive parent ○ Sec. 17a-59b. Removal of infant. Prospective adoptive parent's right to hearing. Regulations ○ Sec. 17a-60. Reunification of parent with infant. Genetic testing requirement. Confidentiality of information provided designated employee. ○ Sec. 17a-60. Reunification of parent with infant. Genetic testing requirement. Confidentiality of information provided designated employee. ○ Sec. 17a-60a. Birth parent contact preference and health history forms. Access by adopted persons and certain other persons 			
<p>C.G.S. Section 10-19(a) Teaching about alcohol, nicotine or tobacco and drugs. Content shall be taught every academic year to pupils in all grades and include instruction in the knowledge, skills and attitudes required to understand and avoid the effects of:</p>			
<ul style="list-style-type: none"> • Alcohol use 			
<ul style="list-style-type: none"> • Nicotine or tobacco use 			
<ul style="list-style-type: none"> • Drugs use 			
<p>C.G.S. Section 10-19(b) Teaching about Acquired Immune Deficiency Syndrome (AIDS/HIV). Instruction must be offered during the regular school day in a planned, ongoing and systematic fashion.</p>			
<ul style="list-style-type: none"> • Acquired Immune Deficiency Syndrome 			
<ul style="list-style-type: none"> • Parents or legal guardian may exempt their child out of such instruction. 			
<p>Public Act 18-185 Section 2:</p> <ul style="list-style-type: none"> • The Healthy and Balanced Living Curriculum Framework includes: <ul style="list-style-type: none"> ○ Life-threatening food allergies 			

<p><u>Public Act 19-91, Section 7</u></p> <ul style="list-style-type: none"> • The Healthy and Balanced Living Curriculum Framework includes: <ul style="list-style-type: none"> ○ sexual harassment and assault; ○ adolescent relationship abuse and intimate partner violence; and ○ human trafficking and commercial sexual exploitation. 			
<p><u>C.G.S. Section 17a-101q State-wide sexual abuse and assault awareness and prevention program</u></p> <ul style="list-style-type: none"> • The following content are not required to necessarily be delivered in a health and safety education program. School districts must therefore decide where the programs will be implemented: <ul style="list-style-type: none"> ○ This Statute requires that a program shall be implemented in each local and regional school district in grades k-12, inclusive, and may include but not be limited to: the skills to recognize child abuse and assault, boundary violations and unwanted forms of touching and contact, ways offenders groom or desensitize victims, strategies to promote disclosure, reduce self-blame, and mobilize bystanders. ○ Parents or legal guardian may exempt their child from instruction. 			

Teacher Certification Requirements: School Health and Safety Education	Compliant		Non-Compliant
	Grade levels	Documentation	Plans to address
<ul style="list-style-type: none"> To teach health education at the primary or secondary level requires: <ul style="list-style-type: none"> PK-12 health education teaching certificate endorsement (043); or School nurse/teacher certificate endorsement (072) 			
<ul style="list-style-type: none"> At the primary level (Grades K -6), an elementary teacher may deliver health education, but cannot be the sole provider per Section 10-145d-435(a) of the Certification Regulations 			
<ul style="list-style-type: none"> Elementary classroom teachers may provide a part of health education instruction, but a certified teacher in health education must also provide a portion 			
<ul style="list-style-type: none"> At the middle and secondary level (Grades7 -12), teachers must be: <ul style="list-style-type: none"> Certified in health Education; or Hold a school nurse/teacher certificate in order to teach health education 			
<ul style="list-style-type: none"> Sec. 10-220a. In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations. (a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of alcohol and drugs, as defined in subdivision (17) of section 21a-240, to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that 			

implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (c) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160*, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d. Each local or regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

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Implementation	Compliant		Non-Compliant
	Documentation	Other	Plans to address
<ul style="list-style-type: none"> An ongoing program ensures continuity with learning objectives that evolve from one grade, or group of grades, to the next 			
<ul style="list-style-type: none"> A systematic planned program ensures that implementation is equitable for each specific grade, or group of grades, or course, e.g., all third-grade students receive instruction for the same agreed upon learning objectives in every third-grade classroom in every school within the district 			
<ul style="list-style-type: none"> The Connecticut State Department of Education developed three curriculum framework documents that provide guidance to school districts on content standards and performance indicators that define what students should know and be able to do in grades pk-12. The <i>Healthy and Balanced Living Curriculum Framework</i> (health education standards), the <i>Sexual Health Education Component of Comprehensive Health Education</i> and the <i>Sexual Assault and Sexual Abuse Awareness and Prevention Guidelines</i> are documents based on national standards and are available to local districts. The program utilizes the CSDE recommended publications. 			

Key Elements of Effective Comprehensive School Health Education Programs Resource: Characteristics of an Effective Health Education Curriculum http://www.cdc.gov/healthyschools/sher/characteristics/index.htm	Compliant		Non-Compliant
	Grade Levels	Documentation	Plans to address
An effective health and safety education curriculum has the following 15 characteristics:			
1. Focuses on clear health goals and related behavioral outcomes			
2. Is research-based and theory-driven			
3. Addresses individual values, attitudes, and beliefs			
4. Addresses individual and group norms that support health-enhancing behaviors			
5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors			
6. Addresses social pressures and influences			
7. Builds personal competence, social competence, and self-efficacy by addressing skills			
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors			
9. Uses strategies designed to personalize information and engage students			
10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials			
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive			
12. Provides adequate time for instruction and learning (see below chart for recommendations)			
13. Provides opportunities to reinforce skills and positive health behaviors			

14. Provides opportunities to make positive connections with influential others			
15. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning			

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Policy Recommendations Resource: CDC Division of Adolescent and School Health Evaluation http://www.cdc.gov/healthyyouth/evaluation/	Compliant		Non-Compliant
	Grade levels	Documentation	Plans to address
1. Certified teachers. Comprehensive school health education shall be taught by certified, highly qualified, effective teachers			
2. Curriculum guidelines. The district shall have guidelines for the development, review and adoption of curriculum			
3. Standards-based program. Comprehensive school health education shall be offered as part of a planned, ongoing, systematic, sequential, and standards-based program			
3. Sufficient time and resources. The district shall allocate sufficient time and resources for effective instruction			
5. Attention to diverse learning needs. Comprehensive school health education shall offer multidisciplinary, multicultural perspectives and provide learning opportunities for multiple learning styles			
6. Ongoing professional development. The district shall provide ongoing, timely professional development related to school health issues for teachers, program administrators, and school health and mental health providers			
7. Alignment of curriculum, instruction and assessment. Comprehensive school health education curriculum, instruction and assessment shall be aligned			
8. Regular evaluation. The district shall conduct regular evaluation of the comprehensive school health education program			

Quality Instruction	Compliant		Non-Compliant
	Grade levels	Documentation	Plans to address
Is comprehensive school health education consistently offered across the grade levels and district-wide?			
Is professional development offered to teachers, administrators, and health and mental health professionals and other appropriate staff?			
Are adequate time, materials and supplies provided for the delivery of instruction?			
Are certified, effective, and highly qualified teachers delivering comprehensive school health education?			
Are materials up-to-date and medically and scientifically accurate?			
Do the data support the effectiveness of the program? What sources are used to define educational priorities? (STD, teen birth rates, etc.)			
Does the program involve parents/guardians and community members?			

**Recommended Instructional Time for Health and Safety; Alcohol, Tobacco,
Nicotine and other Drugs; HIV/AIDS; and Sexual Health Education by Grade Level**

(Source: 2020 CSDE Health Education and Safety Education Ad Hoc Committee)

Check recommendations that are met:

Grade Sequence

Content Area	PK-2	3-4	5-6	7-8	9-10	11-12
<u>CGS 10-16b</u> Health and Safety (Inclusive of alcohol, tobacco and other drugs and HIV/AIDS education)	Minimum of 50 hours per academic year	Minimum of 50 hours per academic year	Minimum of 80 hours per academic year			
<u>CGS 10-19(a)</u> Alcohol, Nicotine or Tobacco and Other Drugs (taught within the health and safety block)	5-10 hours per academic year	5-10 hours per academic year	10-15 hours per academic year	10-15 hours per academic year	10-15 hours per academic year	10-15 hours per academic year
<u>CGS 10-19(b)</u> HIV/AIDS (taught within the health and safety block)	3-5 hours per grade sequence					
Sexual Health Education (CSDE Sexual Health Guidelines)	12 hours per grade sequence					

Appendix C References

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