

## **HealthSmart Alignment with Connecticut Healthy and Balanced Living Curriculum Framework**



**High School  
Grades 9–12**

**HealthSmart High School Unit Key**

**ABST** = Abstinence, Personal & Sexual Health  
**EMH** = Emotional & Mental Health  
**HIV** = HIV, STI & Pregnancy Prevention

**NPA** = Nutrition & Physical Activity  
**TAOD** = Tobacco, Alcohol & Other Drug Prevention  
**VIP** = Violence & Injury Prevention

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>						
<b>Alcohol, Nicotine and Other Drugs</b>						
ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.					3, 4	
ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.					12, 14	
ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.					1	
ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.					9	
ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.	9		8		9	1, 9
ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.					7	2
ANOD 1.7.12 Identify treatments for addiction to ANOD.					4, 10	
ANOD 1.8.12 Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD's use to the individual and society.					2, 4, 7, 8, 16	
<b>Healthy Relationships</b>						
HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.	Not covered					
HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).		8				
HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence.						15
HR 1.4.12 Describe the effects of viewing pornography, sexting, etc. on healthy relationships.	10 [sexting only]					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>						
<b>Healthy Relationships (continued)</b>						
HR 1.5.12	Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.			4		
HR 1.6.12	Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others).		7, 9			
HR 1.7.12	Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, and phone and tablet applications).	7, 10				
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.	7		2		
HR 1.9.12	Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.					10, 12, 13, 14
<b>Violence Prevention</b>						
VP 1.1.12	Describe how prosocial behaviors can help prevent violence.		2 [mental health in general]			
VP 1.2.12	Identify the negative consequences of violence to perpetrators, victims, and bystanders.					8, 10, 12, 14
VP 1.3.12	Explain how bystanders can help prevent violence by reporting dangerous situations or actions.					11, 12
VP 1.4.12	Summarize why the presence of weapons increases the likelihood of violent injury.					9
VP 1.5.12	Describe how gang involvement can contribute to violence.					9
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.	Not covered				
VP 1.7.12	Describe federal, state, and local laws intended to prevent violence.	Not covered				

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>						
<b>Healthy Eating and Physical Activity</b>						
HEPA 1.1.12				2		
HEPA 1.2.12				1, 7		
HEPA 1.3.12				1, 7		
HEPA 1.4.12				8		
HEPA 1.5.12				2, 4		
HEPA 1.6.12				1, 4		
HEPA 1.7.12				3		
HEPA 1.8.12				1, 3, 7		
HEPA 1.9.12				7, 10, 14		
HEPA 1.10.12				5		
HEPA 1.11.12				2, 4, 5		
HEPA 1.12.12				12		
HEPA 1.13.12				14, 15		
HEPA 1.14.12				14, 15		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>						
<b>Healthy Eating and Physical Activity (continued)</b>						
HEPA 1.15.12 Identify the physical and psychological effects of food allergies.	Not covered					
<b>Sexual Health</b>						
SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.			<b>5</b>			
SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.			<b>5, 10</b>			
SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).	Can be addressed in:					
	<b>9</b>		<b>10, Pregnancy Options Supplemental Lesson</b>			
	Specific state laws will need to be added.					
SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).	<b>11</b>		<b>8</b>			
SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STDs (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).	<b>10, 13</b>		<b>3, 5, 6, 7, 9, 11</b>			
SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).			<b>3, 5, 11</b>			
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.	<b>10</b>		<b>3</b>			
SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus).			<b>5, 12</b>			
SH 1.9.12 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).	<b>9</b>		<b>7</b>			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>						
<b>Sexual Health (continued)</b>						
SH 1.10.12	Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.			<b>7</b>		
SH 1.11.12	Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs.			<b>5</b>		
SH 1.12.12	Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.			<b>6, 7</b>		
SH 1.13.12	Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner			<b>10</b>		
SH 1.14.12	Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities.			<b>Pregnancy Options Supplemental Lesson</b> [safe haven only]		
SH 1.15.12	Describe the emotional, social, physical, and financial effects of being a teen parent.			<b>5</b>		
SH 1.16.12	Differentiate between sexual orientation, sexual behavior, and sexual identity.	<b>7</b>		<b>2</b>		
<b>Optimal Wellness and Disease Prevention</b>						
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.	<b>4, 9</b>				
OWDP 1.2.12	Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness).	<b>1</b>	<b>1</b>			
OWDP 1.3.12	Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances); Output (physical activity and movement; elimination of waste); Sleep; Stress Management	<b>1, 3</b>	<b>4</b>		<b>1, 7, 5</b>	
OWDP 1.4.1	Discuss using family history, gender, and age to make informed health related decisions.	Could be addressed in <b>3</b>				

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>						
<b>Optimal Wellness and Disease Prevention (continued)</b>						
OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.	<b>2</b>					
OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.	<b>4</b>					
<b>Sexual Assault and Abuse Prevention</b>						
SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.			<b>4</b>			<b>15, 17</b>
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.						<b>15, 18</b>
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).						<b>19</b>
SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.		<b>8, 9</b>				<b>15</b>
SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.						<b>15, 18</b>
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 and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).						<b>17, 18</b>
SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.			<b>4</b>			<b>14</b>
SAAP 1.8.12 Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people.						Can be addressed in <b>17, 18</b>
Specific state laws will need to be added						

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>							
<b>Mental and Emotional Health</b>							
MEH 1.1.12	Examine characteristics of a mentally and emotionally healthy person.		<b>2</b>				
MEH 1.2.12	Examine how mental and emotional health can affect health-related behaviors.		<b>2</b>				
MEH 1.3.12	Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.		<b>15, 17</b>				
MEH 1.4.12	Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.		<b>4, 15</b>				
MEH 1.5.12	Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.		<b>5, 17</b>				
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).		<b>16</b>				<b>16</b>
MEH 1.7.12	Summarize personal stressors at home, in school, and with friends.		<b>4</b>				
MEH 1.8.12	Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).		<b>5</b>				
MEH 1.9.12	Summarize strategies for coping with loss and grief.		<b>9, 10</b>				
MEH 1.10.12	Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.		<b>11</b>				
MEH 1.11.12	Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).		<b>15</b>		<b>15</b>		
MEH 1.12.12	Differentiate between positive and negative body image.				<b>13</b>		
MEH 1.13.12	Summarize impulsive behaviors that can lead to violence and strategies for controlling them.		<b>12</b>				
MEH 1.14.12	Identify trusted adults and resources for assistance.		<b>17</b>				

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)</b>							
<b>Safety and Injury Prevention</b>							
SIP 1.1.12	Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.						<b>4</b>
SIP 1.2.12	Digital Wellness and its impact on overall health.	<b>Media Literacy Supplemental Lesson</b>					
SIP 1.3.12	Safe Driving (Texting, seat belt).						<b>2</b>
SIP 1.4.12	Unintentional Injury.						<b>1, 3</b>
SIP 1.5.12	Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.						<b>2</b>
SIP 1.6.12	Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.				<b>8</b>		<b>3</b>
SIP 1.7.12	Prioritize actions to take to prevent injuries during severe weather.						<b>4</b>
SIP 1.8.12	Summarize ways to reduce the risk of injuries from firearms.						<b>3</b>
SIP 1.9.12	Summarize ways to reduce safety hazards in the home, school or in the community.						<b>6</b>
SIP 1.10.12	Describe actions to take in case of mass trauma.						Can be addressed in <b>4</b>
SIP 1.11.12	Explain accepted procedures for basic emergency care and lifesaving.						<b>4</b>
SIP 1.12.12	Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.	<b>5</b>					
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>							
INF 2.1.12	Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	<b>11</b>	<b>8, 15</b>	<b>8</b>	<b>12, 13</b>	<b>5, 11</b>	<b>1, 2, 11, 12, 13</b>
INF 2.2.12	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	<b>11</b>	<b>2, 3</b>	<b>8</b>	<b>12</b>	<b>11</b>	<b>2, 9, 13</b>
INF 2.3.12	Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	<b>11</b>		<b>8</b>		<b>9</b>	<b>1, 9</b>

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (continued)</b>							
INF 2.4.12	Analyze how laws, rules, and regulations influence health promotion and disease prevention.				12	11	
INF 2.5.12	Analyze the effect of media and technology on personal, family, and community health.	12	11, 15	8, 9	12, 13	12	10, 13
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.		15	10, 11		10	16
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>							
AI 3.1.12	Evaluate the validity and reliability of health information, products, and services.	5	17		9		
AI 3.2.12	Determine the accessibility of valid and reliable health products and services.			10, 11			
AI 3.3.12	Determine when professional health services may be required.	4, 9	15, 16, 17	6	15	4, 10	16, 18
AI 3.4.12	Use resources that provide valid and reliable health information, products, and services.	5		10, 11	4, 9	3	
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>							
IC 4.1.12	Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone, and tablet applications) to protect the personal health and safety of oneself and others.		11				19
		<b>Media Literacy Supplemental Lesson</b>					
IC 4.2.12	Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	15, 16		12, 13		14, 15	19
IC 4.3.12	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.		13				
IC 4.4.12	Demonstrate how to effectively ask for assistance to improve personal health.		17		15		16, 17
IC 4.5.12	Demonstrate how to effectively offer assistance to improve the health of others.		10, 16		15	6	

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>							
DM 5.1.12	Examine barriers to healthy decision making.	14				13	5
DM 5.2.12	Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	14				13	5
DM 5.3.12	Generate alternatives when making a health-related decision.	14				13	5
DM 5.4.12	Predict potential short- and long-term consequences of alternatives to health-related decisions.	14				13	5
DM 5.5.12	Choose a healthy alternative when making a health-related decision.	14				13	5
DM 5.6.12	Evaluate the effectiveness of health-related decisions.	14				13	5
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>							
GS 6.1.12	Assess personal health practices and behaviors.	1, 6	1, 2, 11, 14		2, 3, 4, 7, 10		1
GS 6.2.12	Set a realistic personal health goal.	6	14		10		
GS 6.3.12	Assess the barriers to achieving a personal health goal.	6	14		10		
GS 6.4.12	Develop a plan to attain a personal health goal.	6	14		10		
GS 6.5.12	Implement strategies, including self-monitoring, to achieve a personal health goal.	6	14		10		
GS 6.6.12	Use strategies to overcome barriers to achieving a personal health goal.	6	14		10		
GS 6.7.12	Formulate an effective long-term plan to achieve a health goal.	6	14	14	10		
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>							
SM 7.1.12	Analyze the role of individual responsibility in enhancing personal health.	9, 13	2, 6, 12	3, 4, 9, 14		1, 11	1, 5, 11, 14, 15
SM 7.2.12	Evaluate and assess personal practices and behaviors that reduce or prevent health risks.	2	5, 9, 12, 13	11	16		3, 4, 6
SM 7.3.12	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	2	3, 7, 8, 13		4, 5, 11, 13		
SM 7.4.12	Make a commitment to practice healthy behaviors.	6	14	14	10, 11	16	

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>							
AV 8.1.12	Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.					5, 16	7
AV 8.2.12	Persuade and support others to make positive health choices.		11	2, 15	8	5, 6, 12, 16	7, 11