

***HealthSmart* Alignment with National Sex Education Standards**

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Grades K–2

CORE CONCEPTS

Consent & Healthy Relationships

CHR.2.CC.1 Describe characteristics of a friend. (Grade 1, Lesson 3)

CHR.2.CC.2 Define bodily autonomy and personal boundaries. (Grade 1, Lesson 20)

CHR.2.CC.3 Define consent. (Not covered explicitly—can be added to Grade 1, Lesson 20)

CHR.2.CC.4 Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
(Grade 1, Lesson 2; Grade 2, Lesson 1)

Anatomy & Physiology

AP.2.CC.1 List medically accurate names for body parts, including the genitals.

(Grade K, Lesson 4 [body parts, but not genitals]; Grade 1, Lesson 24 [related to body image and fitness, not genitals])

Gender Identity & Expression

GI.2.CC.1 Define gender, gender identity, and gender-role stereotypes. (Grade 5, Lesson 36 [gender-role stereotypes only])

GI.2.CC.2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. (Grade 5, Lesson 36 [gender-role stereotypes only])

Sexual Health

SH.2.CC.1 Define reproduction and explain that all living things may have the capacity to reproduce.
(Not covered)

Interpersonal Violence

IV.2.CC.1 Define child sexual abuse and identify behaviors that would be considered child sexual abuse. (Grade 1, Lesson 20 [in context of safe/unsafe touch])

ACCESSING INFORMATION

IV.2.AI.1 Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). (Grade K, Lessons 10, 11; Grade 1, Lessons 9, 18, 20; Grade 2, Lessons 14, 15)

IV.2.AI.2 Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). (Grade K, Lessons 10, 11; Grade 1, Lessons 9, 18, 20; Grade 2, Lessons 14, 15)

Grades K–2 *(continued)*

INTERPERSONAL COMMUNICATION

- CHR.2.IC.1 Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries. (Grade K, Lesson 11 [bullying]; Grade 1, Lessons 4 [respecting friends’ limits], 18 [bullying], 20 [responding to unsafe touch]; Grade 2, Lessons 14, 15 [bullying])
- CHR.2.IC.2 Explain why it is important to show respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial). (Grade 1, Lesson 2 [implicit in activity]; Grade 2, Lesson 1 [implicit])
- IV.2.IC.1 Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration). (Grade K, Lesson 1; Grade 1, Lesson 2; Grade 2, Lesson 2)

DECISION MAKING

- IV.2.DM.1 Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse). (Grade K, Lessons 10, 11; Grade 1, Lessons 18, 20; Grade 2, Lesson 15)

SELF-MANAGEMENT

- CHR.2.SM.1 Identify healthy ways for friends to express feelings, both physically and verbally. (Grade K, Lesson 2; Grade 1, Lesson 4; Grade 2, Lesson 3, 4)

Grades 3-5

CORE CONCEPTS

Consent & Healthy Relationships

- CHR.5.CC.1 Describe the characteristics of healthy versus unhealthy relationships among friends and with family. (Grade 3, Lessons 3, 4; Grade 5, Lesson 2)
- CHR.5.CC.2 Explain the relationship between consent, personal boundaries, and bodily autonomy. (Not covered explicitly)

Anatomy & Physiology

- AP.5.CC.1 Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies. (Grade 5, Lessons 34, 35)

Puberty & Adolescent Sexual Development

- PD.5.CC.1 Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary. (Grade 4, Lessons 25, 26, 27 [foundation content about growing/changing, having questions]; Grade 5, Lessons 32, 33, 34, 35)
- PD.5.CC.2 Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce. (Grade 5, Lessons 33, 34, 35 [would need to add information on conditions])
- PD.5.CC.3 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). (Grade 5, Lesson 33, 34, 35)
- PD.5.CC.4 Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender. (Grade 5, Lesson 33, 34, 35 [hormone blockers not covered])

Gender Identity & Expression

- GI.5.CC.1 Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ. (Covered in Middle School)
- GI.5.CC.2 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity. (Covered in Middle School)
- GI.5.CC.3 Explain that gender expression and gender identity exist along a spectrum. (Not covered)
- GI.5.CC.4 Describe gender-role stereotypes and their potential impact on self and others. (Grade 5, Lesson 36)

Sexual Orientation & Identity

- SO.5.CC.1 Define sexual orientation. (Covered in Middle School)
- SO.5.CC.2 Differentiate between sexual orientation and gender identity. (Covered in Middle School)

Grades 3-5 *(continued)*

Sexual Health

- SH.5.CC.1 Explain the relationship between sexual intercourse and human reproduction. *(Covered in Middle School)*
- SH.5.CC.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). *(Not covered)*
- SH.5.CC.3 Define STDs, including HIV, and clarify common myths about transmission. *(Covered in Middle School)*

Interpersonal Violence

- IV.5.CC.1 Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts. *(Grade 3, Lesson 16 [inappropriate touch]; harassment/abuse covered in Middle School)*

ACCESSING INFORMATION

- CHR.5.AI.1 Identify trusted adults, including parents and caregivers, that students can talk to about relationships. *(Grade 3, Lessons 2 [feelings]; 4-6 [troublesome feelings], 27 [wide variety of concerns, including relationships]; Grade 5, Lesson 38 [emotions/other concerns])*
- PD.5.AI.1 Identify credible sources of information about puberty and personal hygiene. *(Grade 4, Lesson 27; Grade 5, Lesson 38)*
- PD.5.AI.2 Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health. *(Grade 4, Lesson 27; Grade 5, Lesson 38)*
- GI.5.AI.1 Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression. *(Grade 4, Lesson 27; Grade 5, Lesson 38 [foundation skills; not specific to gender identity])*
- SO.5.AI.1 Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation. *(Grade 4, Lesson 27; Grade 5, Lesson 38 [foundation skills; not specific to sexual orientation])*

INTERPERSONAL COMMUNICATION

- CHR.5.IC.1 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. *(Grade 3, Lesson 16 [inappropriate touch], 29 [tobacco/alcohol]; Grade 4, Lessons 13 [dares], 22, 23 [tobacco/alcohol]; Grade 5, Lesson 28 [alcohol])*
- IV.5.IC.1 Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment. *(Grade 3, Lessons 15 [bullying], 16 [inappropriate touch]; Grade 4, Lesson 27 [support for social difficulties]; Grade 5, Lessons 3 [variety of interactions], 9 [bullying], 12 [fights], 13 [help for a friend])*
- IV.5.IC.2 Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action. *(Not covered explicitly; can be added to Grade 3, Lesson 16 and Middle School)*

Grades 3-5 *(continued)*

GOAL SETTING

PD.5.GS.1 Make a plan for maintaining personal hygiene during puberty. *(Making a plan not covered; could be included in Grade 4, Lesson 26 or 27, or Grade 5, Lesson 33 or 34/35)*

SELF-MANAGEMENT

IV.5.SM.1 Describe steps a person can take when they are being or have been sexually abused. *(Grade 3, Lesson 16; also covered in Middle School)*

ADVOCACY

GI.5.ADV.1 Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community. *(Grade 5, Lesson 36 [gender expression])*

SO.5.ADV.1 Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community. *(Not covered explicitly)*

IV.5.ADV.1 Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration). *(Grade 3, Lessons 4 [friends], 5 [respecting self and others], 15 [taking a stand against bullying] ; Grade 4, Lessons 14, 15 [context of conflict resolution], 25, 26 [peer support for changes of puberty]; Grade 5, Lessons 3 [respectful communication], 15 [taking a stand against violence])*

Grades 6-8

CORE CONCEPTS

Consent & Healthy Relationships

- CHR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships. (HIV Lesson 4; EMH Lesson 4)
- CHR.8.CC.2 Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g., student/teacher, supervisor/ employee) may impact relationships. (Covered in High School)
- CHR.8.CC.3 Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. (HIV Lesson 4)
- CHR.8.CC.4 Define sexual consent and sexual agency. (HIV Lesson 3 [consent only])

Anatomy & Physiology

- AP.8.CC.1 Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises). (ABST Lessons 5, 6, 8; HIV Lesson 5)

Sexual Orientation & Identity

- SO.8.CC.1 Recall the definition of sexual orientation and explain that most people have a sexual orientation. (ABST Lesson 4, HIV Lesson 2)
- SO.8.CC.2 Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual). (ABST Lesson 4, HIV Lesson 2)

Sexual Health

- SH.8.CC.1 Define vaginal, oral, and anal sex. (HIV Lesson 1)
- SH.8.CC.2 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them. (HIV Lesson 14)
- SH.8.CC.3 List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal). (HIV Lesson 14)
- SH.8.CC.4 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. (HIV Supplemental Lesson)
- SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted. (HIV Lessons 6, 7)
- SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV). (HIV Lessons 6, 7)
- SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission. (HIV Lesson 7)



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Grades 6-8 *(continued)*

Sexual Health *(continued)*

- SH.8.CC.8 Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). ([HIV Lesson 7 \[PEP/PrEP\]](#), [vaccines covered in High School](#))
- SH.8.CC.9 Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition. ([HIV Lesson 7](#))
- SH.8.CC.10 Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment. ([Covered in High School \[specific state laws will need to be added to the discussion\]](#))
- SH.8.CC.11 Define racism and intersectionality and describe their impacts on sexual health. ([Not covered](#))
- SH.8.CC.12 Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem. ([NPA Lesson 11 \[body image\]](#); [EMH Lesson 13 \[social media\]](#))

Interpersonal Violence

- IV.8.CC.1 Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health. ([VIP Lesson 8 \[violence in general\]](#), [Lesson 10 \[bullying\]](#), [Lesson 11 \[hazing/harassment\]](#), [Lesson 17 \[sexual abuse\]](#); [sexual harassment and dating violence covered specifically in High School](#))
- IV.8.CC.2 Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator. ([VIP Lesson 17](#))
- IV.8.CC.3 Define sex trafficking, sexual exploitation, and gender-based violence. ([VIP Lesson 17](#); [exploitation covered in more detail in High School](#))

ANALYZING INFLUENCES

- CHR.8.INF.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. ([ABST Lesson 12](#); [HIV Lesson 4](#); [EMH Lesson 4](#))
- CHR.8.INF.2 Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication). ([EMH Lesson 13 \[social media\]](#); [ABST Lesson 10 \[sexting\]](#); [VIP Lesson 9 \[cyberbullying\]](#))
- CHR.8.INF.3 Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity. ([HIV Lesson 3](#))
- GI.8.INF.1 Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression. ([HIV Lesson 2](#))



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Grades 6-8 *(continued)*

Analyzing Influences *(continued)*

- SO.8.INF.1 Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation. (HIV Lesson 2)
- SH.8.INF.1 Analyze how alcohol and other substances can influence sexual decision-making. (ABST Lessons 12, 13; HIV/STI Lessons 3, 9)
- SH.8.INF.2 Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. (Would need to add specific laws to ABST Lesson 10 [sexting]; HIV Lesson 3 [consent], Supplemental Lesson [safe haven]; VIP Lesson 17 [trafficking/abuse].)
- IV.8.INF.1 Describe strategies that sex traffickers/ exploiters employ to recruit youth. (VIP Lesson 17; exploitation covered in more detail in High School VIP Lesson 17)

ACCESSING INFORMATION

- PD.8.AI.1 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health. (ABST Lessons 4, 7 [take-home sheet]; HIV Lesson 5 [take-home sheet], 11 [take-home sheet])
- GI.8.AI.1 Access medically accurate sources of information about gender, gender identity, and gender expression. (ABST Lesson 4; HIV Lesson 2)
- SO.8.AI.1 Access credible sources of information about sexual orientation. (ABST Lesson 4; HIV Lesson 2)
- SH.8.AI.1 Identify medically accurate sources of information about STDs, including HIV, such as local STD/ HIV prevention, testing, and treatment resources. (HIV Lessons 6, 7)
- SH.8.AI.2 Define prenatal care and identify medically accurate sources of information about prenatal care. (HIV Supplemental Lesson)
- IV.8.AI.1 Identify community resources and/ or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. (VIP Lesson 10 [bullying], Lesson 17 [abuse])

INTERPERSONAL COMMUNICATION

- CHR.8.IC.1 Demonstrate communication skills that will support healthy relationships. (EMH Lesson 5)
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others. (ABST Lessons 14, 15; HIV/STI Lessons 10, 11, 13)
- GI.8.IC.1 Demonstrate ways to communicate respectfully with and about people of all gender identities. (ABST Lesson 4; HIV Lesson 2)



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Grades 6-8 *(continued)*

Interpersonal Communication *(continued)*

- SO.8.IC.1 Demonstrate ways to communicate respectfully with and about people of all sexual orientations. (ABST Lesson 4; HIV Lesson 2)
- SH.8.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV). (ABST Lessons 14, 15; HIV Lessons 10, 11, 13)

DECISION MAKING

- SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors. (ABST Lessons 12, 16; HIV Lesson 9)

GOAL SETTING

- SH.8.GS.1 Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV). (ABST Lesson 10, Lesson 12; HIV/STI Lesson 9)

SELF-MANAGEMENT

- CHR.8.SM.1 Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. (HIV Lesson 4 [unhealthy relationships in general]; ending relationships covered in detail in High School EMH Lesson 9)
- CHR.8.SM.2 Demonstrate strategies to use social media safely, legally, and respectfully. (EMH Lesson 13)
- SH.8.SM.1 Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams). (HIV Lesson 12)
- IV.8.SM.1 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors. (VIP Lessons 10, 12 [bullying/hazing], 17 [abuse])

ADVOCACY

- GI.8.ADV.1 Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community. (HIV/STI Lesson 2)
- SO.8.ADV.1 Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community. (HIV/STI Lesson 2)
- IV.8.ADV.1 Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration). (EMH Lesson 2 [classroom agreements]; HIV Lesson 2 [if extended]; VIP Lesson 12 [code of conduct to prevent bullying])



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Grades 9-10

CORE CONCEPTS

Consent & Healthy Relationships

- CHR.10.CC.1 Compare and contrast characteristics of healthy and unhealthy romantic and/ or sexual relationships. (EMH Lesson 8, Lesson 9; VIP Lesson 15)
- CHR.10.CC.2 Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. (HIV Lesson 4; also covered in ABST Lessons 13, 14, 15 [always have the right to say NO to sex, respecting others' refusals] and VIP Lesson 14 [individual responsibility to ensure sexual contact is consensual])
- CHR.10.CC.3 Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship. (ABST Lesson 10 [sexting], Lesson 12 [media influence on abstinence]; HIV Lesson 1 [sexting]; EMH Lesson 11 [social media in general])

Anatomy & Physiology

- AP.10.CC.1 Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex). (ABST Lesson 8)

Puberty & Adolescent Sexual Development

- PD.10.CC.1 Describe the cognitive, social, and emotional changes of adolescence and early adulthood. (Covered in Middle School ABST Lesson 7)

Gender Identity & Expression

- GI.10.CC.1 Differentiate between sex assigned at birth, gender identity, and gender expression. (ABST Lesson 7; HIV Lessons 1, 2)

Sexual Orientation & Identity

- SO.10.CC.1 Differentiate between sexual orientation, sexual behavior, and sexual identity. (ABST Lesson 7; HIV Lessons 1, 2)

Sexual Health

- SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception). (ABST Lesson 10 [abstinence]; HIV/STI Lessons 3 [abstinence], 5 [other methods].)
- SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex. (HIV Lessons 6, 7, 8)
- SH.10.CC.3 Describe common symptoms, or lack thereof, and treatments for STDs, including HIV. (HIV/STI Lessons 6, 7)



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Grades 9-10 *(continued)*

Sexual Health *(continued)*

- SH.10.CC.4 List the major milestones of each trimester of fetal development utilizing medically accurate information. (Not covered)
- SH.10.CC.5 Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities. (HIV Lesson 5 [contraceptive access], Lesson 10 [testing]; Supplemental Lesson [prenatal care, safe haven])
- SH.10.CC.6 Define reproductive justice and explain its history and how it relates to sexual health. (Not covered)

Interpersonal Violence

- IV.10.CC.1 Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). (VIP Lessons 14 [sexual harassment], 15 [dating violence], 17 [exploitation], 18 [abuse]; state laws need to be added to classroom discussion)
- IV.10.CC.2 Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. (VIP Lessons 15,18)
- IV.10.CC.3 Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator. (VIP Lessons 15, 18)
- IV.10.CC.4 Explain sex trafficking, including recruitment tactics that sex traffickers/ exploiters use to exploit vulnerabilities and recruit youth. (VIP Lesson 17)

ANALYZING INFLUENCES

- CHR.10.INF.1 Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/ or professional support. (EMH Lesson 9)
- CHR.10.INF.2 Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships. (EMH Lesson 11 [social media]; ABST Lesson 12 [influence on sexual choices]; HIV Lesson 8 [influence on sexual choices])
- CHR.10.INF.3 Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent. (HIV Lesson 4; also addressed in VIP Lesson 9 [alcohol use and violence] and Lesson 15 [dating violence])
- PD.10.INF.1 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem. (EMH Lesson 2 [self-concept]; NPA Lesson 13 [body image])
- GI.10.INF.1 Analyze how media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression. (ABST Lesson 7; HIV Lesson 2)



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Grades 9-10 *(continued)*

Analyzing Influences *(continued)*

- SO.10.INF.1 Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity. (ABST Lesson 7; HIV Lesson 2)
- SH.10.INF.1 Describe the impact of racism and inequality on sexual health. (Not covered)
- SH.10.INF.2 Analyze 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 add discussion of laws/guidelines to HIV Lesson 5 [contraception], 10 [STI testing], Supplemental Lesson [prenatal care, adoption, abortion])
- SH.10.INF.3 Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting). (ABST Lesson 10; HIV Lesson 1 [sexting only])

ACCESSING INFORMATION

- SO.10.AI.1 Access credible sources of information about sexual orientation. (Not covered explicitly; ABST Lesson 7 and HIV Lesson 1 provide info within the lesson.)
- SH.10.AI.1 Demonstrate the ability to determine whether a resource or service is medically accurate or credible. (Not covered)
- SH.10.AI.2 Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care).
(HIV/STI Lesson 5 [contraception], Lesson 11 [condom hunt], Supplemental Lesson [prenatal care/pregnancy options])
- SH.10.AI.3 Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP. (HIV/STI Lesson 10 [testing only])
- IV.10.AI.1 Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence. (VIP Lessons 15, 18)
- IV.10.AI.2 Identify credible resources related to sex trafficking and sexual violence prevention and intervention. (VIP Lessons 17, 18)

INTERPERSONAL COMMUNICATION

- CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior. (ABST Lessons 15, 16 [sexual limits]; HIV/STI Lessons 4 [consent], 12 [condom use], 13 [refusing unsafe sex]; EMH Lesson 7 [communication skills in general])



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Grades 9-10 *(continued)*

Interpersonal Communication *(continued)*

- SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/ or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV). (ABST Lessons 15, 16; HIV/STI Lesson 12 [condoms], 13 [refusing unsafe sex]; testing not demonstrated)
- IV.10.IC.1 Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors. (VIP Lesson 11 [bullying]; 17 [exploitation], 18 [sexual abuse]; EMH Lesson 17 [getting help for a range of emotional health issues])
- IV.10.IC.2 Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations. (VIP Lesson 17)

DECISION MAKING

- CHR.10.DM.1 Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important. (EMH Lessons 8 [relationships in general], 9 [warning signs]; VIP Lesson 15 [dating relationships])
- SH.10.DM.1 Apply a decision-making model to choices about contraceptive use, including abstinence and condoms. (ABST Lesson 10 [identifying barriers and suggesting solutions], 13 [setting limits], 14 [decision-making skills]; HIV Lessons 5 [birth control choices], 11 [condom challenges and solutions], 12 [guidelines for condom negotiation])

GOAL SETTING

- CHR.10.GS.1 Develop a plan to get out of an unsafe or unhealthy relationship. (Can be included in EMH Lesson 9 [ending relationships] or VIP Lesson 15 [dating violence])
- SH.10.GS.1 Develop a plan to eliminate or reduce risk for unintended pregnancy and/ or STDs (including HIV) and identify ways to overcome potential barriers to prevention. (HIV Lesson 14)
- SH.10.GS.2 Describe the steps for how a person living with HIV can remain healthy. (HIV Lesson 7 [general information, not a “goal” per se])

SELF-MANAGEMENT

- CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. (ABST Lesson 15; HIV/STI Lesson 4, Lesson 12 [negotiating condom use], Lesson 13 [refusing unsafe sex]; VIP Lesson 14 [sexual harassment], Lesson 15 [dating violence])
- SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams). (HIV Lesson 11)



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Grades 11-12

CORE CONCEPTS

Consent & Healthy Relationships

- CHR.12.CC.1 Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes).
(Can be included in EMH Lessons 8, 9 or VIP Lesson 15)

Anatomy & Physiology

- AP.12.CC.1 Describe the human sexual response cycle, including the role hormones play. (Not covered)

Sexual Health

- SH.12.CC.1 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). (ABST Lessons 4 & 9 [HPV vaccine]; HIV Lesson 7 [PEP/PrEP])
- SH.12.CC.2 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression. (HIV Lesson 7 [within the reading])

ANALYZING INFLUENCES

- CHR.12.INF.1 Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/ or sexual relationships and pleasure.
(ABST Lesson 12; HIV Lesson 8 [both include media as an influence])
- CHR.12.INF.2 Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.
(HIV Lesson 8 [will need to bring these specific factors into the discussion])
- CHR.12.INF.3 Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability).
(Covered briefly in VIP Lessons 14 [harassment], 15 [dating violence])
- CHR.12.INF.4 Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. (VIP Lesson 15)
- GI.12.INF.1 Explain how support from peers, families, schools, and communities can improve a person's health and well-being as it relates to gender identity and gender expression.
(HIV Lesson 2)
- SO.12.INF.1 Explain how support from peers, families, schools, and communities can improve a person's health and well-being as it relates to sexual orientation and sexual identity.
(HIV Lesson 2)
- SH.12.INF.1 Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption. (HIV Supplemental Lesson)



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Grades 11-12 *(continued)*

Analyzing Influences *(continued)*

- SH.12.INF.2 Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure). [\(HIV Lessons 8, 11\)](#)
- SH.12.INF.3 Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment. [\(Can be addressed in HIV Lesson 10\)](#)
- SH.12.INF.4 Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. [\(Not covered\)](#)
- SH.12.INF.5 Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities. [\(Not covered\)](#)
- IV.12.INF.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence. [\(VIP Lesson 9\)](#)

ACCESSING INFORMATION

- SH.12.AI.1 Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption. [\(HIV Supplemental Lesson\)](#)

INTERPERSONAL COMMUNICATION

- SH.12.IC.1 Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations. [\(ABST Lesson 13; HIV Lesson 12 \[would need to add emphasis on beginning conversations\]\)](#)

DECISION MAKING

- CHR.12.DM.1 Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship. [\(EMH Lesson 9 \[may want to expand on decision making\]\)](#)
- SH.12.DM.1 Assess the skills needed to be an effective parent. [\(HIV Lesson 5\)](#)

GOAL SETTING

- SH.12.GS.1 Develop a plan to access local resources and services related to reducing the risk of pregnancy and/ or STDs (including HIV) transmission, including ways to overcome potential barriers to access. [\(HIV Lessons 10, 11 \[homework assignments\]; Lesson 14 \[if included in commitment steps\]\)](#)



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Grades 11-12 *(continued)*

SELF-MANAGEMENT

- CHR.12.SM.1 Evaluate strategies to use social media safely, legally, and respectfully.
(EMH Lesson 11; ABST Lesson 12; VIP Lesson 11[cyberbullying]; Lesson 19)
- SH.12.SM.1 Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status. (HIV Lessons 6, 9, 10)

ADVOCACY

- GI.12.ADV.1 Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities.
(HIV Lesson 2)
- SO.12.ADV.1 Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations.
(HIV Lesson 2)
- IV.12.ADV.1 Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration). (HIV Lesson 2; VIP Lesson 12)