

HealthSmart Alignment
with National Sexuality
Education Standards

advancing
health
equity **etr.**

Grades K–2

CORE CONCEPTS

- AP.2.CC.1 Use proper names for body parts, including male and female anatomy. (K-4 [body parts, but not genitals]; 1-24 [related to body image and fitness, not genitals])
- ID.2.CC.1 Describe differences and similarities in how boys and girls may be expected to act. (5-36)
- PR.2.CC.1 Explain that all living things reproduce. (Not covered)
- HR.2.CC.1 Identify different kinds of family structures. (1-2; 2-1)
- HR.2.CC.2 Describe the characteristics of a friend. (1-3)
- PS.2.CC.1 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. (1-20)
- PS.2.CC.2 Explain what bullying and teasing are. (1-18; 2-14)
- PS.2.CC.3 Explain why bullying and teasing are wrong. (K-11; 1-18; 2-14)

ANALYZING INFLUENCES

- ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act. (2-2 [media stereotyping])

ACCESSING INFORMATION

- PS.2.AI.1 Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched. (K-10; 1-20)
- PS.2.AI.2 Identify parents and other trusted adults they can tell if they are being bullied or teased. (K-11; 1-18; 2-14, 15)

INTERPERSONAL COMMUNICATION

- HR.2.IC.1 Demonstrate ways to show respect for different type of families. (1-2 [implicit in activity]; 2-1 [implicit])
- HR.2.IC.2 Identify healthy ways for friends to express feelings to one another. (K-2; 1-4)
- PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. (1-20)
- PS.2.IC.2 Demonstrate how to respond if someone is bullying or teasing them. (K-11; 1-18; 2-14, 15)

SELF-MANAGEMENT

- PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable. (1-20)

Grades 3-5**CORE CONCEPTS**

- AP.5.CC.1 Describe male and female reproductive systems including body parts and their functions. (5-34, 35)
- PD.5.CC.1 Explain the physical, social and emotional changes that occur during puberty and adolescence. (4-25, 26, 27 [foundation content about growing/changing, having questions]; 5-32, 33)
- PD.5.CC.2 Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. (4-26; 5-33, 34, 35)
- PD.5.CC.3 Describe how puberty prepares human bodies for the potential to reproduce. (5-33, 34, 35)
- ID.5.CC.1 Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender. (Covered in Middle School)
- PR.5.CC.1 Describe the process of human reproduction. (Covered in Middle School)
- SH.5.CC.1 Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission. (Covered in Middle School)
- HR.5.CC.1 Describe the characteristics of healthy relationships. (3-3, 4; 5-2)
- PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong. (3-14; 5-7)
- PS.5.CC.2 Define sexual harassment and sexual abuse. (3-16 [inappropriate touch]; harassment/abuse covered in Middle School)

ANALYZING INFLUENCES

- PD.5.INF.1 Describe how friends, family, media, society and culture can influence ideas about body image. (Covered in Middle School)
- HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships. (3-4; 5-2, 32)
- PS.5.INF.1 Explain why people tease, harass or bully others. (3-14; 5-7, 8)

ACCESSING INFORMATION

- AP.5.AI.1 Identify medically accurate information about female and male reproductive anatomy. (5-38)
- PD.5.AI.1 Identify medically accurate information and resources about puberty and personal hygiene. (4-27; 5-38)
- PD.5.AI.2 Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues. (4-27; 5-38)
- ID.5.AI.1 Identify parents or other trusted adults of whom students can ask questions about sexual orientation. (4-27; 5-38 [foundation skills; not specific to sexual orientation])
- HR.5.AI.1 Identify parents and other trusted adults they can talk to about relationships. (3-2 [feelings]; 4-6 [troublesome feelings], 27 [wide variety of concerns, including relationships]; 5-38 [emotions])
- PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied. (3-15; 5-9, 12)
- PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. (3-16 [inappropriate touch]; 5-13 [help for a friend])

INTERPERSONAL COMMUNICATION

- HR.5.IC.1 Demonstrate positive ways to communicate differences of opinion while maintaining relationships. (3-4; 4-5 [self-control]; 5-3)
- PS.5.IC.1 Demonstrate ways to communicate about how one is being treated. (3-15 [bullying], 16 [inappropriate touch]; 4-27 [support for social difficulties]; 5-3 [variety of interactions], 9 [bullying], 12 [fights])
- PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal). (3-16 [inappropriate touch], 29 [tobacco/alcohol]; 4-13 [dares], 22, 23 [tobacco/alcohol]; 5-28 [alcohol])

SELF-MANAGEMENT

- PD.5.SM.1 Explain ways to manage the physical and emotional changes associated with puberty. (4-25, 26, 27, 28; 5-32, 33, 38)
- ID.5.SM.1 Demonstrate ways to treat others with dignity and respect. (3-4, 5; 4-14, 15 [conflict resolution]; 5-3 [respectful communication], 36 [gender expression])
- HR.5.SM.1 Demonstrate ways to treat others with dignity and respect. See list above.
- PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied. (3-15; 5-9, 12)

ADVOCACY

- ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people. (3-15 [taking a stand against bullying]; 4-25, 26 [peer support for changes of puberty]; 5-15 [taking a stand against violence])
- PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied. (3-15; 5-9)
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Grades 6-8**CORE CONCEPTS**

- AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions. (ABST 6, 7, 8; HIV/STD 5)
- PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence. (ABST 5, 10; HIV/STD 1)
- ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation. (ABST 4; HIV/STD 3)
- ID.8.CC.2 Explain the range of gender roles. (HIV/STD 3)
- PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction. (ABST 6, 7, 8; HIV/STD 2, 5)
- PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention. (ABST 9, 10, 11; HIV/STD 2, 5)
- PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. (HIV/STD 2, 5, 13 [abstinence and condoms only], 16 [digital edition only])
- PR.8.CC.4 Define emergency contraception and its use. (HIV/STD 16 [digital edition only]; covered in High School)
- PR.8.CC.5 Describe the signs and symptoms of a pregnancy. (Not covered)
- PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy. (Not covered)
- SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted. (HIV/STD 2, 6, 7)
- SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. (HIV/STD 7)
- SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV. (HIV/STD 6, 7)
- HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships. (HIV/STD 1; EMH 4)
- HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships. (Covered in High School)

- HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships. (HIV/STD 1)
- HR.8.CC.4 Describe a range of ways people express affection within various types of relationships. (HIV/STD 1, 2)
- HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media. (Covered in High School)
- PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP 8, also 10, 11, 12, 13 for bullying; incest is not covered)
- PS.8.CC.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong. (VIP 8, also 10, 11, 12, 13 for bullying; incest is not covered)
- PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. (ABST 4, 10; HIV/STD 2, 11)
- PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault. (Covered in High School)

ANALYZING INFLUENCES

- PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image. (NPA 11, 12)
- ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. (HIV/STD 3)
- PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. (ABST 12, 13; HIV/STD 4)
- SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. (Covered in High School)
- HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships. (ABST 12; HIV/STD 4)
- HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships. (Covered in High School in relation to communication and cyberbullying)

ACCESSING INFORMATION

- AP.8.AI.1 Identify accurate and credible sources of information about sexual health. (ABST 4, 14; HIV/STD 2, 5, 10, 11)
- PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality. (ABST 4; HIV/STD 2, 10)

- ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation. (HIV/STD 10 [implied])
- PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care. (HIV/STD 10)
- PR.8.AI.2 Identify medically accurate information about emergency contraception. (HIV/STD 10 [implied]; 16 [digital edition only])
- PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. (Not covered)
- SH.8.AI.1 Identify medically accurate information about STDs, including HIV. (HIV/STD 6, 10)
- SH.8.AI.2 Identify local STD and HIV testing and treatment resources. (HIV/STD 8, 10)
- PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted. (VIP 11, 12)

INTERPERSONAL COMMUNICATION

- ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. (ABST 4; HIV/STD 3)
- PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. (ABST 15, 16; HIV/STD 2, 4, 11, 12)
- PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. (ABST 15, 16; HIV/STD 14, 15)
- SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. (HIV/STD 8, 11, 12, 14, 15)
- HR.8.IC.1 Demonstrate communication skills that foster healthy relationships. (ABST 15, 16; HIV/STD 11, 14, 15)
- HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (ABST 15, 16; HIV 2, 11)
- HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships. (Not covered)
- PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. (VIP 11)

DECISION MAKING

- PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. (HIV/STD 9; EMH 13)
- PR.8.DM.1 Apply a decision-making model to various sexual health decisions. (ABST 17; HIV/STD 9)

GOAL SETTING

- SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV. (ABST 10, 14; HIV/STD 14)
- HR.8.GS.1 Develop a plan to stay safe when using social media. (Not covered)

SELF-MANAGEMENT

- PR.8.SM.1 Describe the steps to using a condom correctly. (HIV/STD 13)
- SH.8.SM.1 Describe the steps to using a condom correctly. (HIV/STD 13)
- HR.8.SM.1 Explain the criteria for evaluating the health of a relationship. (HIV/STD 1)
- HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully. (Covered in High School)
- PS.8.SM.1 Describe ways to treat others with dignity and respect. (HIV/STD 3)
- PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed. (VIP 11, 12, 13)

ADVOCACY

- ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community. (HIV 3; EMH 2)
- PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment for everyone. (HIV 3; NPA 12 [body image])

Grades 9-12

CORE CONCEPTS

- AP.12.CC.1 Describe the human sexual response cycle, including the role hormones play. (Not covered)
- PD.12.CC.1 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. (Not covered; HIV/STD 2 explains development of gender identity and sexual orientation only)
- ID.12.CC.1 Differentiate between biological sex, sexual orientation, and gender identity and expression. (ABST 6; HIV/STD 1, 2)
- ID.12.CC.2 Distinguish between sexual orientation, sexual behavior and sexual identity. (ABST 6; HIV/STD 2)
- PR.12.CC.1 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. (ABST 9 [abstinence]; HIV/STD 3 [abstinence], 4 [other methods].)
- PR.12.CC.2 Define emergency contraception and describe its mechanism of action. (HIV/STD 4)
- PR.12.CC.3 Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care). (HIV/STD 4 [contraception access], 9 [testing]; pregnancy options, safe surrender and prenatal care are not covered)
- PR.12.CC.4 Describe the signs of pregnancy. (Not covered)
- PR.12.CC.5 Describe prenatal practices that can contribute to or threaten a healthy pregnancy. (Not covered)
- PR.12.CC.6 Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting. (Not covered)
- SH.12.CC.1 Describe common symptoms of and treatments for STDs, including HIV. (HIV/STD 5, 6)
- SH.12.CC.2 Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV. (HIV/STD 5, 6, 8)
- SH.12.CC.3 Describe the laws related to sexual health care services, including STD and HIV testing and treatment. (HIV/STD 9 [access to testing])
- HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. (HIV/STD 1; VIP 8; EMH 9, 10)
- HR.12.CC.2 Describe a range of ways to express affection within healthy relationships. (ABST 9, 13; VIP 8)

- HR.12.CC.3 Define sexual consent and explain its implications for sexual decision-making. (ABST 9, 14 [always have the right to say NO to sex]; HIV/STD 3; VIP 7)
- HR.12.CC.4 Evaluate the potentially positive and negative roles of technology and social media in relationships. (ABST 9 [discussion of sexting], 11; HIV/STD 1 [sexting]; VIP 4 [cyberbullying])
- PS.12.CC.1 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP 1 [general survey], 3 [bullying], 4 [cyberbullying], 5 [hazing], 6 [hate violence], 7 [sexual harassment], 8 [dating violence])
- PS.12.CC.2 Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP 3, 4, 5, 6, 7, 8; laws described during classroom discussion, but students don't really "analyze" them)
- PS.12.CC.3 Explain why using tricks, threats or coercion in relationships is wrong. (VIP 3, 4, 5, 8)
- PS.12.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault. (VIP 8)

ANALYZING INFLUENCES

- PD.12.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image. (NPA 13)
- ID.12.INF.1 Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. (ABST 6; HIV 2)
- PR.12.INF.1 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. (ABST 9, 10, 11, 12, 13, 14, 16; HIV 3, 7)
- PR.12.INF.1 Analyze internal and external influences on decisions about pregnancy options. (Not covered)
- PR.12.INF.3 Analyze factors that influence decisions about whether and when to become a parent. (HIV 4)
- SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. (HIV 3, 6, 7)
- SH.12.INF.1 Analyze factors that may influence condom use and other safer sex decisions. (HIV 7, 10)
- HR.12.INF.1 Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. (ABST 11 [not particularly strong])

- HR.12.INF.2 Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity. (HIV 3 [effect of alcohol on sexual activities], 7 [choosing sexual activities]; VIP 7, VIP 8 [dating violence]; not really at the level of “analyzing”)
- PS.12.INF.1 Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships. (VIP 7 [sexual harassment], 8 [dating violence])
- PS.12.INF.2 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP 1, 2 [violence in general], 3 [bullying], 4 [cyberbullying], 5 [hazing], 6 [hate violence], 7 [sexual harassment], 8 [dating violence])

ACCESSING INFORMATION

- PR.12.AI.1 Access medically accurate information about contraceptive methods, including abstinence and condoms. (HIV 4 [students get info from lesson materials], 9 [resources for sexual health in general], 10 [condom hunt])
- PR.12.AI.2 Access medically accurate information and resources about emergency contraception. (HIV 4 [students get info from lesson materials], 9 [resources for sexual health in general])
- PR.12.AI.3 Access medically accurate information about pregnancy and pregnancy options. (HIV 9 [resources for sexual health in general]; not covered specifically)
- PR.12.AI.4 Access medically accurate information about prenatal care services. (HIV 9 [resources for sexual health in general]; prenatal care not covered specifically)
- SH.12.AI.1 Explain how to access local STD and HIV testing and treatment services. (HIV 9)
- SH.12.AI.2 Access medically accurate prevention information about STDs, including HIV. (HIV 5 [students get info from lesson materials], 6 [students get info from lesson materials], 9 [resources for sexual health in general])
- HR.12.AI.1 Demonstrate how to access valid information and resources to help deal with relationships. (ABST 12 [setting limits]; VIP 8 [dating violence]; EMH 10 [dealing with difficult relationships], 13 [getting help with conflict resolution when needed], 16 [getting help for a range of emotional problems])
- PS.12.AI.1 Access valid resources for help if they or someone they know is being bullied or harassed or has been sexually abused or assaulted. (VIP 10, 11; EMH 16 [getting help for a range of emotional problems])
- PS.12.AI.2 Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence. (VIP 10, 11)

INTERPERSONAL COMMUNICATION

- PR.12.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors. (ABST 14, 15; HIV 11)
- SH.12.IC.1 Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. (HIV 11, 12 [condoms]; testing not specifically demonstrated)
- HR.12.IC.1 Demonstrate effective strategies to avoid or end an unhealthy relationship. (EMH 10; VIP 8 [dating violence])
- HR.12.IC.2 Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. (ABST 14, 15; HIV 3, 11 [condom use], 12 [condom use]; EMH 8 [communication skills in general])
- PS.12.IC.1 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. (VIP 11; EMH 9 [general communication skills practice with adults], 16 [getting help for a range of emotional problems])
- PS.12.IC.2 Identify ways in which they could respond when someone else is being bullied or harassed. (VIP 3, 4, 5, 6, 7, 10, 11)

DECISION MAKING

- PD.12.DM.1 Apply a decision-making model to various situations relating to sexual health. (ABST 13; HIV 11 [negotiation skills])
- PR.12.DM.1 Apply a decision-making model to choices about contraception, including abstinence and condoms. (ABST 9 [identifying barriers and suggesting solutions], 12 [setting limits], 13; HIV 4 [birth control choices], 10 [condom challenges and solutions], 11 [guidelines for condom negotiation])
- PR.12.DM.2 Assess the skills and resources needed to become a parent. (HIV 4)
- SH.12.DM.1 Apply a decision-making model to choices about safer sex practices, including abstinence and condoms. (ABST 13; HIV 13 [making a commitment to be safe])

GOAL SETTING

- SH.12.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV. (ABST 16 [abstinence]; HIV 13)

SELF-MANAGEMENT

- ID.12.SM.1 Explain how to promote safety, respect, awareness and acceptance. (ABST 6; HIV 1, 2)
- PR.12.SM.1 Describe the steps to using a condom correctly. (HIV 10)
- SH.12.SM.1 Analyze individual responsibility about testing for and informing partners about STDs and HIV status. (HIV 5, 8, 9)

- SH.12.SM.2 Describe the steps to using a condom correctly. (HIV 10)
- HR.12.SM.1 Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. (ABST 15; HIV 3, 11 [negotiating condom use], 12 [roleplays on saying NO to unsafe sex]; VIP 7 [sexual harassment], 8 [dating violence])
- HR.12.SM.2 Describe strategies to use social media safely, legally and respectfully. (ABST 11; VIP 4 [cyberbullying])

ADVOCACY

- ID.12.ADV.1 Advocate for school policies and programs that promote dignity and respect for all. (HIV 2)
- SH.12.ADV.1 Advocate for sexually active youth to get STD/HIV testing and treatment. (HIV 9, 14)
- PS.12.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone. (HIV 2)