

# ***HealthSmart* Alignment with National Sexuality Education Standards**

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## 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)

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**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 and High 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)

**Grades 6-8****CORE CONCEPTS**

- AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions. (ABST Lesson 5, Lesson 6, Lesson 8; HIV/STI Lesson 5)
- PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence. (ABST Lesson 7, Lesson 10; HIV/STI Lesson 4)
- ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation. (ABST Lesson 4; HIV/STI Lesson 2)
- ID.8.CC.2 Explain the range of gender roles. (HIV/STI Lesson 2)
- PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction. (ABST Lesson 8; HIV/STI Lesson 5, Lesson 14)
- PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention. (ABST Lesson 9, Lesson 10, Lesson 11; HIV/STI Lesson 1, Lesson 14)
- PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. (HIV/STI Lesson 1 [abstinence], Lesson 13 [condoms], 16 [contraceptive methods])
- PR.8.CC.4 Define emergency contraception and its use. (HIV/STI Lesson 16)
- 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/STI Lesson 6, Lesson 7)
- SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. (HIV/STI Lesson 7)
- SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV. (HIV/STI Lesson 6, Lesson 7)
- HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships. (HIV/STI Lesson 4; EMH Lesson 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/STI Lesson 4)
- HR.8.CC.4 Describe a range of ways people express affection within various types of relationships. (ABST Lesson 10; HIV/STI Lesson 4)
- HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media. (EMH Lesson 13)
- PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP Lesson 8 [violence in general], Lesson 10 [bullying], Lesson 11 [hazing/harassment], Lesson 17 [sexual assault]; sexual harassment and dating violence covered specifically in high school)
- 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 Lesson 8 [violence in general], Lesson 10 [bullying], Lesson 11 [hazing/harassment], Lesson 17 [sexual assault]; sexual harassment and dating violence covered specifically in high school)
- 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 Lesson 4, Lesson 10; HIV/STI Lesson 3, Lesson 10; VIP Lesson 16)
- PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault. (VIP Lesson 17)

### **ANALYZING INFLUENCES**

- PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image. (NPA Lesson 11)
- ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. (HIV/STI Lesson 2)
- PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. (ABST Lesson 12, Lesson 13; HIV/STI Lesson 9)
- SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. (HIV/STI Lesson 3)
- HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships. (ABST Lesson 12; HIV/STI Lesson 4; EMH Lesson 4)
- HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships. (EMH Lesson 13 [social media]; ABST Lesson 10 [sexting]; VIP Lesson 9 [cyberbullying])

**ACCESSING INFORMATION**

- AP.8.AI.1 Identify accurate and credible sources of information about sexual health. (ABST Lesson 4; HIV/STI Lesson 5 [take-home sheet], 11 [take-home sheet])
- PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality. (ABST Lesson 4, Lesson 7 [take-home sheet]; HIV/STI Lesson 1)
- ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation. (ABST Lesson 4; HIV/STI Lesson 2)
- PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care. (ABST Lesson 9)
- PR.8.AI.2 Identify medically accurate information about emergency contraception. (HIV/STI Lesson 16 [optional])
- 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/STI Lesson 6, Lesson 7)
- SH.8.AI.2 Identify local STD and HIV testing and treatment resources. (HIV/STI Lesson 8)
- 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 Lesson 10, Lesson 17)

**INTERPERSONAL COMMUNICATION**

- ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. (ABST Lesson 4; HIV/STI Lesson 2)
- PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. (ABST Lesson 14, Lesson 15; HIV/STI Lesson 10, Lesson 11)
- PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. (ABST Lesson 14, Lesson 15; HIV/STI Lesson 10, Lesson 11, Lesson 13)
- SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. (HIV/STI Lesson 10, Lesson 11, Lesson 13)
- HR.8.IC.1 Demonstrate communication skills that foster healthy relationships. (EMH Lesson 5)
- HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (ABST Lessons 14, Lesson 15; HIV/STI Lesson 10, Lesson 11, Lesson 13)
- 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 Lesson 10, Lesson 17)

## **DECISION MAKING**

- PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. (HIV/STI Lesson 9; EMH Lesson 14)
- PR.8.DM.1 Apply a decision-making model to various sexual health decisions. (ABST Lesson 16; HIV/STI Lesson 9)

## **GOAL SETTING**

- SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV. (ABST Lesson 10, Lesson 12; HIV/STI Lesson 9)
- HR.8.GS.1 Develop a plan to stay safe when using social media. (EMH Lesson 13)

## **SELF-MANAGEMENT**

- PR.8.SM.1 Describe the steps to using a condom correctly. (HIV/STI Lesson 12)
- SH.8.SM.1 Describe the steps to using a condom correctly. (HIV/STI Lesson 12)
- HR.8.SM.1 Explain the criteria for evaluating the health of a relationship. (HIV/STI Lesson 4)
- HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully. (EMH Lesson 13)
- PS.8.SM.1 Describe ways to treat others with dignity and respect. (HIV/STI Lesson 2)
- PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed. (VIP Lesson 10, Lesson 11, Lesson 12)

## **ADVOCACY**

- ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community. (HIV/STI Lesson 2; EMH Lesson 2)
- PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment for everyone. (HIV Lesson 2)



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## 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/STI Lesson 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 Lesson 7; HIV/STI Lesson 1, 2)
- ID.12.CC.2 Distinguish between sexual orientation, sexual behavior and sexual identity. (ABST Lesson 6; HIV/STI Lesson 2)
- PR.12.CC.1 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. (ABST Lesson 10 [abstinence]; HIV/STI Lesson 3 [abstinence], Lesson 5 [other methods].)
- PR.12.CC.2 Define emergency contraception and describe its mechanism of action. (HIV/STI Lesson 5)
- 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/STI Lesson 5 [contraception access], Lesson 10 [testing]; pregnancy options, safe surrender and prenatal care are not covered. Supplemental lesson for CA schools is in development.)
- 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. (Supplemental lesson in development)
- PR.12.CC.6 Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting. (Supplemental lesson in development)
- SH.12.CC.1 Describe common symptoms of and treatments for STDs, including HIV. (HIV/STI Lesson 6, Lesson 7)
- SH.12.CC.2 Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV. (HIV/STI Lesson 6, Lesson 7, Lesson 9)
- SH.12.CC.3 Describe the laws related to sexual health care services, including STD and HIV testing and treatment. (HIV/STI Lesson 10 [access to testing])
- HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. (EMH Lesson 8, Lesson 9; VIP Lesson 15)
- HR.12.CC.2 Describe a range of ways to express affection within healthy relationships. (ABST Lesson 10, Lesson 14; VIP Lesson 15)

- HR.12.CC.3 Define sexual consent and explain its implications for sexual decision-making. (HIV/STI 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])
- HR.12.CC.4 Evaluate the potentially positive and negative roles of technology and social media in relationships. (ABST Lesson 10 [sexting], Lesson 12 [media influences]; HIV/STI Lesson 1 [sexting]; VIP Lesson 10 [cyberbullying], Lesson 17 [exploitation])
- 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 Lesson 8 [violence in general], Lesson 10 [bullying], Lesson 12 [hazing], Lesson 13 [hate violence], Lesson 14 [sexual harassment], Lesson 15 [dating violence], Lesson 17 [exploitation], Lesson 18 [sexual abuse])
- PS.12.CC.2 Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (VIP Lessons 10, 12, 13, 14, 15 [laws described during classroom discussion])
- PS.12.CC.3 Explain why using tricks, threats or coercion in relationships is wrong. (EMH Lesson 9 [ending unhealthy relationships]; HIV/STI Lesson 4 [affirmative consent]; VIP Lesson 10 [bullying], Lesson 12 [hazing], Lesson 15 [dating violence])
- PS.12.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault. (VIP Lesson 15, Lesson 18)

### **ANALYZING INFLUENCES**

- PD.12.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image. (NPA Lesson 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 Lesson 7; HIV/STI Lesson 2)
- PR.12.INF.1 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. (ABST Lesson 11, Lesson 12, Lesson 13; HIV/STI Lesson 3, Lesson 8)
- 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/STI Lesson 5)
- SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. (HIV/STI Lesson 4, Lesson 7, Lesson 8)
- SH.12.INF.1 Analyze factors that may influence condom use and other safer sex decisions. (HIV/STI Lesson 8, Lesson 11)
- HR.12.INF.1 Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. (ABST Lesson 12)

- 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/STI Lesson 4; also addressed in VIP Lesson 9 [alcohol use and violence] and Lesson 15 [dating violence])
- PS.12.INF.1 Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships. (VIP Lesson 14 [sexual harassment], Lesson 15 [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 Lessons 8 & 9 [violence in general], Lesson 10 [bullying], Lesson 12 [hazing], Lesson 13 [hate violence], Lesson 14 [sexual harassment], Lesson 15 [dating violence])

### ACCESSING INFORMATION

- PR.12.AI.1 Access medically accurate information about contraceptive methods, including abstinence and condoms. (HIV/STI Lesson 5 [students get info from lesson materials], Lesson 10 [resources for sexual health in general], Lesson 11 [condom hunt])
- PR.12.AI.2 Access medically accurate information and resources about emergency contraception. (HIV/STI Lesson 5 [students get info from lesson materials])
- PR.12.AI.3 Access medically accurate information about pregnancy and pregnancy options. (ABST Lesson 9 [resources for sexual health in general]; not covered specifically)
- PR.12.AI.4 Access medically accurate information about prenatal care services. (ABST Lesson 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/STI Lesson 10)
- SH.12.AI.2 Access medically accurate prevention information about STDs, including HIV. (HIV/STI Lesson 6 [students get info from lesson materials], Lesson 7 [students get info from lesson materials], 10 [resources for testing])
- HR.12.AI.1 Demonstrate how to access valid information and resources to help deal with relationships. (ABST Lesson 13 [setting limits]; EMH 9 [ending difficult relationships], 13 [getting help with conflict resolution when needed], 17 [getting help for a range of emotional health issues]; VIP Lesson 15 [dating violence])
- 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 Lesson 11 [bullying], Lesson 14 [harassment], Lesson 15 [dating violence] Lesson 17 [exploitation], Lesson 18 [sexual abuse]; EMH 17 [getting help for a range of emotional health issues])
- 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 Lesson 17, Lesson 18)

**INTERPERSONAL COMMUNICATION**

- PR.12.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors. (ABST Lessons 15 & 16; HIV/STI Lesson 12, Lesson 13)
- SH.12.IC.1 Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. (HIV/STI Lesson 12 [condoms], Lesson 13 [refusing unsafe sex]; testing not specifically demonstrated)
- HR.12.IC.1 Demonstrate effective strategies to avoid or end an unhealthy relationship. (EMH Lesson 9)
- HR.12.IC.2 Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. (ABST Lessons 15 & 16; HIV/STI Lesson 12 [condom use], 13 [refusing unsafe sex]; EMH Lesson 7 [communication skills in general])
- PS.12.IC.1 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. (VIP Lesson 11 [bullying]; Lesson 17 [exploitation], Lesson 18 [sexual abuse]; EMH Lesson 17 [getting help for a range of emotional health issues])
- PS.12.IC.2 Identify ways in which they could respond when someone else is being bullied or harassed. (VIP Lesson 11, Lesson 12, Lesson 14)

**DECISION MAKING**

- PD.12.DM.1 Apply a decision-making model to various situations relating to sexual health. (ABST Lesson 14; HIV/STI Lesson 12 [negotiation skills])
- PR.12.DM.1 Apply a decision-making model to choices about contraception, including abstinence and condoms. (ABST Lesson 10 [identifying barriers and suggesting solutions], Lesson 13 [setting limits], Lesson 14 [decision-making skills]; HIV/STI Lesson 5 [birth control choices], Lesson 11 [condom challenges and solutions], Lesson 12 [guidelines for condom negotiation])
- PR.12.DM.2 Assess the skills and resources needed to become a parent. (HIV/STI Lesson 5)
- SH.12.DM.1 Apply a decision-making model to choices about safer sex practices, including abstinence and condoms. (ABST Lesson 14; HIV/STI Lesson 4 [making a commitment to be safe])

**GOAL SETTING**

- SH.12.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV. (HIV/STI Lesson 14)

**SELF-MANAGEMENT**

- ID.12.SM.1 Explain how to promote safety, respect, awareness and acceptance. (ABST Lesson 7; HIV/STI Lesson 1, Lesson 2)
- PR.12.SM.1 Describe the steps to using a condom correctly. (HIV/STI Lesson 11)
- SH.12.SM.1 Analyze individual responsibility about testing for and informing partners about STDs and HIV status. (HIV/STI Lesson 6, Lesson 9, Lesson 10)
- SH.12.SM.2 Describe the steps to using a condom correctly. (HIV/STI Lesson 11)
- HR.12.SM.1 Demonstrate 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])
- HR.12.SM.2 Describe strategies to use social media safely, legally and respectfully. (EMH Lesson 11; ABST Lesson 12; VIP Lesson 11[cyberbullying]; Lesson 19)

**ADVOCACY**

- ID.12.ADV.1 Advocate for school policies and programs that promote dignity and respect for all. (HIV/STI Lesson 2)
- SH.12.ADV.1 Advocate for sexually active youth to get STD/HIV testing and treatment. (HIV/STI Lesson 10, Lesson 15)
- PS.12.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone. (HIV/STI Lesson 2)

**Key to *HealthSmart* High School unit titles:**

- 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