

NATIONAL SEX EDUCATION STANDARDS

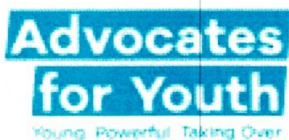
CORE CONTENT AND SKILLS, K-12

SECOND EDITION

National Sex Education Standards

CORE CONTENT AND SKILLS, K-12

SECOND EDITION



Standards by Grade Level

GRADES K-2

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 2nd grade, students should be able to:</p> <p>Describe characteristics of a friend CHR.2.CC.1</p>			<p>Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries CHR.2.IC.1</p>			<p>Identify healthy ways for friends to express feelings, both physically and verbally CHR.2.SM.1</p>	
<p>Define bodily autonomy and personal boundaries CHR.2.CC.2</p>			<p>Explain why it is important to show respect for different kinds of families (e.g., nuclear parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.IC.2</p>				
<p>Define consent CHR.2.CC.3</p>							
<p>Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.CC.4</p>							

ANATOMY & PHYSIOLOGY

<p>By the end of the 2nd grade, students should be able to:</p> <p>List medically accurate names for body parts, including the genitals AP.2.CC.1</p>							
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

No items

GRADES K-2 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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GENDER IDENTITY & EXPRESSION

<p>By the end of the 2nd grade, students should be able to:</p> <p>GI.2.CC.1</p>	Define gender, gender identity, and gender-role stereotypes								

<p>GI.2.CC.2</p>	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior								

SEXUAL ORIENTATION & IDENTITY

No items									
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SEXUAL HEALTH

<p>By the end of the 2nd grade, students should be able to:</p> <p>SH.2.CC.1</p>	Define reproduction and explain that all living things may have the capacity to reproduce								

INTERPERSONAL VIOLENCE

<p>By the end of the 2nd grade, students should be able to:</p> <p>IV.2.CC.1</p>	Define child sexual abuse and identify behaviors that would be considered child sexual abuse*	Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)*	Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	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)*					

<p>IV.2.AI.2</p>	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)*								

*Please see best practices on trigger warnings on page 10 of the NSES.

Core Concepts
CC

Analyzing Influences
INF

Assessing Information
AI

Interpersonal Communication
IC

Decision-Making
DM

Goal Setting
GS

Self-Management
SM

Advocacy
ADV

CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 5th grade, students should be able to:</p> <p>Describe the characteristics of healthy versus unhealthy relationships among friends and with family</p> <p>CHR.5.CC.1</p>		<p>Identify trusted adults, including parents and caregivers, that students can talk to about relationships</p> <p>CHR.5.AI.1</p>	<p>Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries</p> <p>CHR.5.IC.1</p>				
<p>Explain the relationship between consent, personal boundaries, and bodily autonomy</p> <p>CHR.5.CC.2</p>							

ANATOMY & PHYSIOLOGY

<p>By the end of the 5th grade, students should be able to:</p> <p>Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies</p> <p>AP.5.CC.1</p>							
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

<p>By the end of the 5th grade, students should be able to:</p> <p>Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary</p> <p>PD.5.CC.1</p>		<p>Identify credible sources of information about puberty and personal hygiene</p> <p>PD.5.AI.1</p>			<p>Make a plan for maintaining personal hygiene during puberty</p> <p>PD.5.GS.1</p>		
<p>Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce</p> <p>PD.5.CC.2</p>		<p>Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health</p> <p>PD.5.AI.2</p>					

<p>Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)</p> <p>PD.5.CC.2</p>							
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GRADES 3–5 (CONTINUED)

Core Concepts CC	Analyzing INF	Accessing AI	Interpersonal IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT (CONTINUED)

<p>By the end of the 5th grade, students should be able to:</p> <p>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</p> <p>PD.5.CG.4</p>							
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GENDER IDENTITY & EXPRESSION

<p>By the end of the 5th grade, students should be able to:</p> <p>Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ</p> <p>GI.5.CC.1</p>	<p>Identify trusted adults, including caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression</p> <p>GI.5.AI.1</p>						<p>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</p> <p>GI.5.ADV.1</p>
<p>Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity</p> <p>GI.5.CC.2</p>							
<p>Explain that gender expression and gender identity exist along a spectrum</p> <p>GI.5.CC.3</p>							
<p>Describe gender-role stereotypes and their potential impact on self and others</p> <p>GI.5.CC.4</p>							

GRADES 3–5 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL ORIENTATION & IDENTITY

<p>By the end of the 5th grade, students should be able to:</p> <p>Define sexual orientation SO.5.CC.1</p>		Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation SO.5.AI.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 SO.5.ADV.1
	<p>Differentiate between sexual orientation and gender identity SO.5.CC.2</p>							

SEXUAL HEALTH

<p>By the end of the 5th grade, students should be able to:</p> <p>Explain the relationship between sexual intercourse and human reproduction SH.5.CC.1</p>								
	<p>Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) SH.5.CC.2</p>							
<p>By the end of the 5th grade, students should be able to:</p> <p>Define STDs, including HIV, and clarify common myths about transmission SH.5.CC.3</p>								

INTERPERSONAL VIOLENCE

<p>By the end of the 5th grade, students should be able to:</p> <p>Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts* IV.5.CC.1</p>			Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment IV.5.IC.1					Describe steps a person can take when they are being abused or have been sexually abused IV.5.SM.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.5.ADV.1

GRADES 3-5 (CONTINUED)

Core Concepts | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

INTERPERSONAL VIOLENCE (CONTINUED)

<p>By the end of the 5th grade, students should be able to:</p>			<p>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 IV.5.IC.2</p>				
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*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 6–8

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

By the end of the 8th grade, students should be able to:

<p>Compare and contrast the characteristics of healthy and unhealthy relationships*</p> <p>CHR.8.CC.1</p>	<p>Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships</p> <p>CHR.8.INF.1</p>		<p>Demonstrate communication skills that will support healthy relationships</p> <p>CHR.8.IC.1</p>			<p>Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*</p> <p>CHR.8.SM.1</p>	
<p>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</p> <p>CHR.8.CC.2</p>	<p>Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)</p> <p>CHR.8.INF.2</p>		<p>Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others</p> <p>CHR.8.IC.2</p>			<p>Demonstrate strategies to use social media safely, legally, and respectfully</p> <p>CHR.8.SM.2</p>	
<p>Analyze the similarities and differences between friendships, romantic relationships and sexual relationships</p> <p>CHR.8.CC.3</p>	<p>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*</p> <p>CHR.8.INF.3</p>						
<p>Define sexual consent and sexual agency</p> <p>CHR.8.CC.4</p>							

GRADES 6–8 (CONTINUED)

Core Concepts CC

Analyzing Influences INF

Accessing Information AI

Interpersonal Communication IC

Decision-Making DM

Goal Setting GS

Self-Management SM

Advocacy ADV

ANATOMY & PHYSIOLOGY

By the end of the 8th grade, students should be able to:

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)

AP.8.CC.1

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

By the end of the 8th grade, students should be able to:

Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health

PD.8.AI.1

GENDER IDENTITY & EXPRESSION

By the end of the 8th grade, students should be able to:

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

GI.8.INF.1

Access medically accurate sources of information about gender, gender identity, and gender expression

GI.8.AI.1

Demonstrate ways to communicate respectfully with and about people of all gender identities

GI.8.IC.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

GI.8.ADV.1

SEXUAL ORIENTATION & IDENTITY

By the end of the 8th grade, students should be able to:

Recall the definition of sexual orientation and explain that most people have a sexual orientation

SO.8.CC.1

Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation

SO.8.INF.1

Access credible sources of information about sexual orientation

SO.8.AI.1

Demonstrate ways to communicate respectfully with and about people of all sexual orientations

SO.8.IC.1

Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community

SO.8.ADV.1

GRADES 6–8 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL ORIENTATION & IDENTITY (CONTINUED)

<p>By the end of the 8th grade, students should be able to:</p> <p>Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)</p> <p>SO.8.CC.2</p>							
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SEXUAL HEALTH

<p>By the end of the 8th grade, students should be able to:</p> <p>Define vaginal, oral, and anal sex</p> <p>SH.8.CC.1</p>	<p>Analyze how alcohol and other substances can influence sexual decision-making</p> <p>SH.8.INF.1</p>	<p>Identify medically accurate sources of information about STDs, including HIV such as local STD/HIV prevention, testing, and treatment resources</p> <p>SH.8.AI.1</p>	<p>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)*</p> <p>SH.8.IC.1</p>	<p>Identify factors that are important in deciding whether and when to engage in sexual behaviors</p> <p>SH.8.DM.1</p>	<p>Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)</p> <p>SH.8.GS.1</p>	<p>Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)</p> <p>SH.8.SM.1</p>	
<p>Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them</p> <p>SH.8.CC.2</p>	<p>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</p> <p>SH.8.INF.2</p>	<p>Define prenatal care and identify medically accurate sources of information about prenatal care</p> <p>SH.8.AI.2</p>					
<p>List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)</p> <p>SH.8.CC.3</p>							

*Please see best practices on trigger warnings on page 10 of the NSFS.

GRADES 6–8 (CONTINUED)

SEXUAL HEALTH (CONTINUED)

Core Concepts CC | Analyzing Influences INF | Accessing Information AI | Interpersonal Communication IC | Decision-Making DM | Goal Setting GS | Self-Management SM | Advocacy ADV

By the end of the 8th grade, students should be able to:

Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption
SH.8.CC.4

Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted
SH.8.CC.5

Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)
SH.8.CC.6

Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission
SH.8.CC.7

Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)
SH.8.CC.8

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GRADES 6–8 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL HEALTH (CONTINUED)

<p>By the end of the 8th grade, students should be able to:</p> <p>Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition SH.8.CC.9</p>							
<p>Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment SH.8.CC.10</p>							
<p>Define racism and intersectionality and describe their impacts on sexual health SH.8.CC.11</p>							
<p>Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem SH.8.CC.12</p>							

INTERPERSONAL VIOLENCE

<p>By the end of the 8th grade, students should be able to:</p> <p>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* IV.8.CC.1</p>	<p>Describe strategies that sex traffickers/exploiters employ to recruit youth IV.8.INF-1</p>	<p>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 IV.8.AI.1</p>				<p>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 IV.8.SM.1</p>	<p>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) IV.8.ADV.1</p>
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GRADES 6–8 (CONTINUED)

Core Concepts CC | Analyzing Influences INF | Accessing Information AI | Interpersonal Communication IC | Decision-Making DM | Goal Setting GS | Self-Management SM | Advocacy ADV

INTERPERSONAL VIOLENCE (CONTINUED)

<p>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*</p> <p>IV.8.CC.2</p>							
<p>Define sex trafficking, sexual exploitation, and gender-based violence*</p> <p>IV.8.CC.3</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

By the end of the 10th grade, students should be able to:	Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships*	Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support	Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*	Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important	Develop a plan to get out of an unsafe or unhealthy relationship*	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior
<p>Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent*</p> <p>CHR.10.CC.2</p>	<p>Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships</p> <p>CHR.10.INF.2</p>	<p>Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent*</p> <p>CHR.10.INF.3</p>	<p>CHR.10.IC.1</p>	<p>CHR.10.DM.1</p>	<p>CHR.10.GS.1</p>	<p>CHR.10.SM.1</p>

ANATOMY & PHYSIOLOGY

By the end of the 10th grade, students should be able to:	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)						
<p>AP.10.CC.1</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

<p>By the end of the 10th grade, students should be able to:</p> <p>Describe the cognitive, social, and emotional changes of adolescence and early adulthood PD.10.CC.1</p>	<p>Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem PD.10.INF.1</p>						
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GENDER IDENTITY & EXPRESSION

<p>By the end of the 10th grade, students should be able to:</p> <p>Differentiate between sex assigned at birth, gender identity, and gender expression GI.10.CC.1</p>	<p>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 GI.10.INF.1</p>						
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SEXUAL ORIENTATION & IDENTITY

<p>By the end of the 10th grade, students should be able to:</p> <p>Differentiate between sexual orientation, sexual behavior, and sexual identity SO.10.CC.1</p>	<p>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 SO.10.INF.1</p>	<p>Access credible sources of information about sexual orientation SO.10.AI.1</p>					
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SEXUAL HEALTH

<p>By the end of the 10th grade, students should be able to:</p> <p>Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception) SH.10.CC.1</p>	<p>Describe the impact of racism and inequality on sexual health SH.10.INF.1</p>	<p>Demonstrate the ability to determine whether a resource or service is medically accurate or credible SH.10.AI.1</p>	<p>Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting tested, and seeking treatment for STDs (including HIV)* SH.10.IC.1</p>	<p>Apply a decision-making model to choices about contraceptive use, including abstinence and condoms SH.10.DM.1</p>	<p>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 SH.10.GS.1</p>	<p>Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) SH.10.SM.1</p>	
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SEXUAL HEALTH

By the end of the 10th grade, students should be able to:

<p>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</p> <p>SH.10.CC.2</p>	<p>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)*</p> <p>SH.10.INF.2</p>	<p>Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, adoption, abortion, and prenatal care)</p> <p>SH.10.AI.2</p>																	
<p>Describe common symptoms, or lack thereof, and treatments for STDs, including HIV</p> <p>SH.10.CC.3</p>	<p>Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)</p> <p>SH.10.INF.3</p>	<p>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</p> <p>SH.10.AI.3</p>																	
<p>List the major milestones of each trimester of fetal development utilizing medically accurate information *</p> <p>SH.10.CC.4</p>																			
<p>Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities</p> <p>SH.10.CC.5</p>																			
<p>Define reproductive justice and explain its history and how it relates to sexual health</p> <p>SH.10.CC.6</p>																			

GRADES 9–10 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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INTERPERSONAL VIOLENCE

<p>By the end of the 10th grade, students should be able to:</p> <p>Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>IV.10.CC.1</p>		<p>Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence</p> <p>IV.10.AI.1</p>	<p>Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors</p> <p>IV.10.IC.1</p>				
<p>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*</p> <p>IV.10.CC.2</p>		<p>Identify credible resources related to sex trafficking and sexual violence prevention and intervention</p> <p>IV.10.AI.2</p>	<p>Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations</p> <p>IV.10.IC.2</p>				
<p>Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator</p> <p>IV.10.CC.3</p>							
<p>Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth</p> <p>IV.10.CC.4</p>							

GRADES 11–12

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

By the end of the 12th grade, students should be able to:

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) CHR.12.CC.1	Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure* CHR.12.INF.1			Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship CHR.12.DM.1		Evaluate strategies to use social media safely, legally, and respectfully CHR.12.SM.1	
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Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors CHR.12.INF.2							
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Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, ability)* CHR.12.INF.3							
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Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship* CHR.12.INF.4							
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*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self- Management SM	Advocacy ADV
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ANATOMY & PHYSIOLOGY

By the end of the 12th grade, students should be able to: Describe the human sexual response cycle, including the role of hormones and pleasure AP.12.CC.1							

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

No items

GENDER IDENTITY & EXPRESSION

By the end of the 12th grade, students should be able to: Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to gender identity and gender expression* GI.12.INF.1							Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities* GI.12.ADV.1

SEXUAL ORIENTATION & IDENTITY

By the end of the 12th grade, students should be able to: Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual orientation and sexual identity* SO.12.INF.1							Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations* SO.12.ADV.1

SEXUAL HEALTH

By the end of the 12th grade, students should be able to: Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP) SH.12.CC.1	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, adoption* SH.12.INF.1	Access medically accurate and credible information about pregnancy options, including parenting, adoption* SH.12.AI.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 SH.12.IC.1	Assess the skills needed to be an effective parent SH.12.DM.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 SH.12.GS.1	Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status* SH.12.SM.1	

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts
CG Analyzing Influences **INF** Accessing Information **AI** Interpersonal Communication **IC** Decision-Making **DM** Goal Setting **GS** Self-Management **SM** Advocacy **ADV**

SEXUAL HEALTH (CONTINUED)

By the end of the 12th grade, students should be able to:

<p>Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression SH.12.CG.2</p>	<p>Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure) SH.12.INF.2</p>									
<p>Analyze the impact of stigma and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment SH.12.INF.3</p>	<p>Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media SH.12.INF.4</p>									
<p>Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities SH.12.INF.5</p>										

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts
CC

Analyzing Influences INF

Accessing Information AI

Interpersonal Communication IC

Decision-Making DM

Goal Setting GS

Self-Management SM

Advocacy ADV

INTERPERSONAL VIOLENCE

By the end of the 12th grade, students should be able to:

	<p>Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence* IV.12.INF.1</p>						<p>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) IV.12.ADV.1</p>
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*Please see best practices on trigger warnings on page 10 of the NSES.