

### National Health Education Standards (Sexual Health Module)

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health

Standard	Definition	Example
Standard 1.8.1	Describe characteristics of healthy relationships	Students look at relationships and determine healthy characteristics
Standard 1.8.2	Explain the qualities of a healthy dating relationship	In the post activity, students apply skills to a relationship scenario
Standard 1.8.3	Differentiate healthy and unhealthy relationships	Students explore different characters and their relationships
Standard 1.8.5	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health	Students recognize barriers in talking with trusted adults through a survey and watch a video for ideas to talk with a medical professional about sexual health
Standard 1.8.6	Explain the negative consequences of sending sexually explicit pictures or messages by e-mail, cell phone or posting sexually explicit pictures on social media sites	Through a scenario, students look at possible long-term effects associated with texting or posting on social media sites
Standard 1.8.7	Determine the benefits of being sexually abstinent	In the post activity, students have an opportunity to come up with reasons why a character has refused sexual activity at this point in the relationship
Standard 1.8.8	Explain why individuals have the right to refuse sexual contact	Students recognize consent needs to be freely given and can be revoked at any time
Standard 1.8.9	Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs and pregnancy	Students learn that abstinence is the only 100% way to prevent an STI and pregnancy, while also exploring the benefits and risks associated with the use of hormonal and barrier methods for protection
Standard 1.8.11	Describe the factors that protect against engaging in sexual risk behaviors	Students look at their own personal values and also how having rules can help one stay true to values

Standard 1.8.15	Analyze ways common infectious diseases are transmitted	Students explore different forms of sexual contact and common STIs and ways of transmission
Standard 1.8.16	Explain how the most common STDs are transmitted	Students learn the five main forms of partner sexual contact and understand how STIs can be transmitted
Standard 1.8.18	Describe the usual signs and symptoms of common STDs	Students recognize symptoms associated with common STIs
Standard 1.8.20	Explain that some STDs and HIV are asymptomatic	Students understand only 1:3 individuals with an STI shows symptoms
Standard 1.8.21	Explain the short-and long-term consequences of STDs	Students look at the importance of communicating sexual history with a partner to avoid short term and long-term consequences, such as infertility
Standard 1.8.23	Summarize which STDs can be cured, and which can be treated	Students learn which STIs are viral and which are bacterial and understand while all can be treated, only some can be cured
Standard 1.8.26	Describe ways sexually active people can reduce the risk of HIV and other STDs, including HPV	Students learn that a condom should be used with sexual contact to reduce the risk of STIs and there is a vaccine for HPV
Standard 1.8.27	Summarize basic male and female reproductive body parts and their functions	Through exploring hemi sections, students recognize basic male and female reproductive anatomy and their functions
Standard 1.8.28	Describe conception and its relationship to the menstrual cycle	Students explore the menstrual wheel to better understand conception and its relationship to the menstrual cycle
Standard 1.8.29	Identify the emotional,, social, physical and financial effects of being a teen parent	Students follow characters through an exercise to determine possible impacts of being a teen parent
Standard 1.8.30	Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives	Students explore that abstinence is the only 100% way to prevent pregnancy and that hormonal and barrier methods can be used to reduce risk

Standard 1.8.32	Describe ways sexually active people can reduce the risks of pregnancy	Students explore that abstinence is the only 100% way to prevent pregnancy and that hormonal and barrier methods can be used to reduce risk and how withdrawal is not a safe way to reduce risk
Standard 1.8.34	Explain why it is wrong to tease or bully others based on aspects of their sexuality	Students look at a situation where there was a slur used to be hurtful

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard	Definition	Example
Standard 2.8.3	Explain how personal values and beliefs influence sexual practices, behaviors and relationships	Students explore how values play a role in their sexuality and relationships
Standard 2.8.7	Analyze how relevant influences of media and technology affect sexual health practices, behaviors and relationships	Students explore how sex is used as a tool to influence people through media and technology

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard	Definition	Example
Standard 3.8.4	Describe situations that call for professional sexual healthcare services	Students learn how to talk with a healthcare provider about their sexual health and how if you are sexually active or considering becoming sexually active, you should see a doctor

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

Standard	Definition	Example
Standard 4.8.1	Demonstrate effective verbal and nonverbal communication skills to promote sexual health and healthy relationships	Students explore the importance of in person communication when talking about sexual health (sexual history, consent and relationship concerns) with one's partner.

Standard 4.8.2	Demonstrate how to manage personal information in electronic communications and when using social media	Students explore ways to manage their online presence
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**Standard 5** Students will demonstrate ability to use decision-making skills to promote sexual health

Standard	Definition	Example
Standard 5.8.1	Identify circumstances that help or hinder making a decision related to a potentially risky situation	In both the post activity and the student survey, students explore how “rules” can be used to help or hinder in making decisions about sexual health

## National Sexuality Education Standards

### Anatomy and Physiology

Standard	Definition	Example
Standard 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	Students recognize the importance of using scientific language when describing body parts and parts of the reproductive systems, including some may be born with parts from both systems

### Gender Identity and Expression

Standard	Definition	Example
Standard GI.8.IC	Demonstrate ways to communicate respectfully with and about people of all gender identities	Students explore the vocabulary to better understand what gender identity and gender expression mean and that respect is the foundation.

### Sexual Orientation and Sexual Identity

Standard	Definition	Example
Standard SO.8.CC.2	Define sexual identity and explain range of identities related to sexual orientation	Students explore the definition of sexual orientation and recognize people could be heterosexual, homosexual, bisexual or asexual.

## Sexual Health

Standard	Definition	Example
Standard SH.8.CC.1	Define vaginal, oral and anal sex	Using hemi sections, students learn about each of these forms of sexual contact, including skin to skin.
Standard SH.8.IC.1	Demonstrate ways to communicate decisions about whether to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STIs	In the class, students look at age appropriate situations that characters are faced with and how communication is key. In the post activity, students will look at a scenario that involves communication and decision making and application of their knowledge of abstinence and birth control methods
Standard SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors	Students explore values and how that is one part of their sexuality and should be considered when making decisions about whether they should or should not engage in sexual contact with a partner.
Standard SH.8.CC.5	Explain STDs, how common STDs are and how they are and are not transmitted	Students explore common STIs, rates of transmission and how STIs can be transmitted
Standard SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs	Students learn about the seven most common STIs, that only 1:3 show symptoms, common symptoms, and potential impacts, such as fertility issues later in life
Standard SH.8.CC.8	Discuss current biomedical approaches to prevent STDs.	Students learn that there is a vaccine available to prevent HPV, the most common STI
Standard SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem	Students explore different types of media to see not only sexually explicit messaging but explore how these images can cause a distorted sense of what people feel to be typical.

## Consent and Healthy Relationships

Standard	Definition	Example
Standard CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships	Through storytelling and situations the characters face, students explore characteristics of healthy and unhealthy relationships

Standard CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	In the survey and the post activity, students are given the opportunity to practice communication skills through a scenario
Standard CHR.8.INF.2	Evaluate the impact of technology and social media on relationships	In the eLearning, students evaluate conversations to discover which are better for in person and which are okay for texting. In addition, students will look at what is sexting and its possible long-range effects for engaging.
Standard CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully.	Students look at social media situations and discuss safe ways to post, but to also recognize anything can be captured. In addition, they explore more through scenarios.
Standard CHR.8.CC.4	Define sexual consent and sexual agency	Students learn what is needed for sexual consent and that they have the power to revoke their consent at any time.

## ISBE Health Standards

**State Goal 22** Understand principles of health promotion and the prevention and treatment of illness and injury

**Standard A** Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services

Standard	Definition	Example
Standard 22.A.3a	Identify and describe ways to reduce health risks common to adolescents	Students recognize how STIs are transmitted and ways to reduce risk through abstinence and barrier methods
Standard 23.A.3b	Identify how positive health practices and relevant health care can help reduce health risks	Students learn how to have a conversation with a medical professional about their sexual health

**State Goal 23** Understand human body systems and factors that influence growth and development.

**Standard B** Explain the effects of health-related actions on the body systems.

Standard	Definition	Example
Standard 23.B.3a	Explain the effects of health-related actions upon body systems	Students explore how unprotected sexual contact can lead possible pregnancy or STIs

**Standard C** Describe factors that affect growth and development.

Standard	Definition	Example
Standard 23.C.3a	Describe the relationships among physical, mental, and social health factors during adolescence	Students explore how physical, mental and social factors make up one's sexuality.

**State Goal 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.

**Standard A** Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict

Standard	Definition	Example
Standard 24.A.3b	Demonstrate methods for addressing interpersonal differences without harm	Students explore how words such as slurs can be harmful when talking about one's orientation
Standard 24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Students explore communication in relationships and what is needed for consent

### ISBE Social Emotional Learning Standards

**Goal 1:** Develop self-awareness and self-management skills to achieve school and life success

**Standard 1B** Recognize personal qualities and external supports

Standard	Description	Example
Standard 1B.3a	Analyze how personal qualities influence choices and successes	Students identify values that are important to them and how one's values can influence healthy decision making

**Standard 2B** Recognize individual and group similarities and differences.

Standard	Definition	Example
Standard 2B.4a	Analyze the origins and negative effects of stereotyping and prejudice	Students explore definitions for gender identity, gender expression and sexual orientation and look at a scenario where using a slur is hurtful as well as identifying how respect is important in relationships

**Standard 2C** Use communication and social skills to interact effectively with others

Standard	Definition	Example
Standard 2C.3a	Analyze ways to establish positive relationships with others	Through an age appropriate scenario, students explore respect and values and how behaviors impact others in relationships

**Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**Standard 3A** Consider ethical, safety, and societal factors in making decisions.

Standard	Definition	Example
Standard 3A.3a	Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions	Through storytelling, students see how characters determine the impact of their decisions on others in their relationships