

STANDARD	DESCRIPTION	MEETS STANDARD	PROGRAM(S)	DETAILS
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**Consent & Healthy Relationships**

CHR.5.CC.1	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members	Fully	Puberty I, Puberty II, Human Reproduction & Embryology	Students learn tools for healthy communication and explore scenarios with siblings, friends and trusted adults
CHR.5.CC.2	Explain the relationship between consent, personal boundaries, and bodily autonomy	Fully	Puberty I, Puberty II, Human Reproduction & Embryology	Consent is taught in all programs
CHR.5.AI.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships	Fully	Puberty I, Puberty II, Human Reproduction & Embryology	Students learn about and identify specific trusted adults that they can go to with questions
CHR.5.IC.1	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries	Fully	Puberty II	Boundaries are defined and further explored through scenarios involving siblings

**Anatomy & Physiology**

AP.5.CC.1	Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies	Fully	Puberty I, Puberty II, Human Reproduction & Embryology	Students learn the functions of the reproductive anatomy and understand that everyone's journey through puberty is different
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**Puberty & Adolescent Sexual Development**

PD.5.CC.1	Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary	Fully	Puberty I, Puberty II	Students learn the physical, social and emotional changes that happen during puberty and that these changes occur at different times and rates for everyone.
PD.5.CC.2	Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce	Fully	Human Reproduction & Embryology	Students learn the purpose of the reproductive system and that there may be some conditions that impact the ability to reproduce
PD.5.CC.3	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)	Partially	Puberty I, Puberty II	Students learn the reproductive hormones and that they cause the onset of puberty and can increase mood swings. Masturbation and sexual feeling are not addressed.
PD.5.CC.4	Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender	Partially	Puberty I, Puberty II	Students will learn the role that hormones play during adolescence. Hormone blockers are not addressed.
PD.5.AI.1	Identify credible sources of information about puberty and personal hygiene	Fully	Puberty I, Puberty II	Students receive access to an on-line informational booklet, have identified trusted adults and been introduced to credible websites such as kidshealth.org.
PD.5.AI.2	Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health	Fully	Puberty I, Puberty II, Human Reproduction & Embryology	Students receive access to an on-line informational booklet, have identified trusted adults and been introduced to credible websites such as kidshealth.org.
PD.5.GS.1	Make a plan for maintaining personal hygiene during puberty	Fully	Puberty I	Students learn ways to manage the physical changes that will happen during puberty

**Gender Identity**

GI.5.CC.1	Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ	Not Addressed		Not currently addressed in this age band. Currently part of our 7th-8th grade programs.
GI.5.CC.2	Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity	Not Addressed		Not currently addressed in this age band. Currently part of our 7th-8th grade programs.
GI.5.CC.3	Explain that gender expression and gender identity exist along a spectrum	Partially	Puberty II	Gender expression is explained as existing along a spectrum. Gender identity is currently found in 7th-8th grade programs.
GI.5.CC.4	Describe gender-role stereotypes and their potential impact on self and others	Fully	Puberty II	Students learn how gender roles have evolved over time and explore the topic through additional scenarios
GI.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression	Not Addressed		Not currently addressed in this age band
GI.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community	Not Addressed		Not currently addressed in this age band

**Sexual Orientation**

SO.5.CC.1	Define sexual orientation	Not Addressed		Not currently addressed in this age band
SO.5.CC.2	Differentiate between sexual orientation and gender identity	Not Addressed		Not currently addressed in this age band
SO.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation	Not Addressed		Not currently addressed in this age band
SO.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community	Not Addressed		Not currently addressed in this age band

**Sexual Health**

SH.5.CC.1	Explain the relationship between sexual intercourse and human reproduction	Fully	Human Reproduction & Embryology	
SH.5.CC.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)	Fully	Human Reproduction & Embryology	Students learn that a sperm and egg are needed for reproduction and reproduction can occur in several ways.
SH.5.CC.3	Define STDs, including HIV, and clarify common myths about transmission	Not Addressed		Not currently addressed in this age band

**Interpersonal Violence**

IV.5.CC.1	Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts*	Not Addressed		
IV.5.IC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment	Partially	Puberty I	Sexual Harrassment is defined and students learn the benefit of following their gut feeling and going to their trusted adult
IV.5.IC.2	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action	Not Addressed		
IV.5.SM.1	Describe steps a person can take when they are being or have been sexually abused	Not Addressed		
IV.5.ADV.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	Not Addressed		

6-8th Grade Band

STANDARD	DESCRIPTION	MEETS STANDARD	PROGRAM(S)	DETAILS
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**Consent & Healthy Relationships**

CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships*	Fully	Teen Sexual Health I, Teen Sexual Health II	Through scenarios students will explore healthy and unhealthy relationships
CHR.8.CC.2	Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships	Partially	Teen Sexual Health II	Students learn how an unequal balance of power can impact relationships
CHR.8.CC.3	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	Partially	Teen Sexual Health I, Teen Sexual Health II	Overall, it is more implied through the program storylines, rather than explicitly taught and analyzed
CHR.8.CC.4	Define sexual consent and sexual agency	Fully	Teen Sexual Health I, Teen Sexual Health II	Consent is defined and explored in all programs
CHR.8.INF.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships	Fully	Teen Sexual Health I	Students explore the various influences that impact their sexuality
CHR.8.INF.2	Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)	Fully	Teen Sexual Health I, Teen Sexual Health II	Students learn about on-line safety, setting boundaries on-line, strategies for healthy communication and consent
CHR.8.INF.3	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity*	Fully	Teen Sexual Health I, Teen Sexual Health II	
CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	Fully	Teen Sexual Health I, Teen Sexual Health II	Students define passive, aggressive and assertive communication. Students identify possible conversation starters
CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	Fully	Teen Sexual Health I, Teen Sexual Health II	Students define boundaries and strategies for maintaining them
CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*	Fully	Teen Sexual Health II	Through scenarios, students will look at characteristics of an unhealthy relationship and identify strategies for ending it
CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully	Fully	Puberty II, Teen Sexual Health I, Teen Sexual Health II	Social media scenarios are used throughout these programs

**Anatomy & Physiology**

AP.8.CC.1	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)	Fully	Puberty II, Human Reproduction & Embryology, Teen Sexual Health I, Teen Sexual Health II	
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**Puberty & Adolescent Development**

PD.8.AI.1	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health	Fully	Teen Sexual Health I, Teen Sexual Health II	Students receive access to an on-line booklet of information and identify sources of medically accurate information
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**Gender Identity & Expression**

GI.8.INF.1	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression	Not Addressed		We do not specifically address and analyze how all of these varying influences impact gender identity and expression
GI.8.AI.1	Access medically accurate sources of information about gender, gender identity, and gender expression	Not Addressed		Not presented in reference to gender
GI.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all gender identities	Not Addressed		Not presented in reference to gender
GI.8.ADV.1	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community	Not Addressed		

**Sexual Orientation**

SO.8.CC.1	Recall the definition of sexual orientation and explain that most people have a sexual orientation	Fully	Teen Sexual Health I	Sexual Orientation is defined using Genderbread
SO.8.CC.2	Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)	Partially	Teen Sexual Health I	Students are made aware that there are a range of identities related to sexual orientation. Heterosexual, gay/lesbian and asexual are addressed specifically
SO.8.INF.1	Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation	Not Addressed		Not presented in reference to sexual orientation
SO.8.AI.1	Access credible sources of information about sexual orientation	Not Addressed		Not presented in reference to sexual orientation
SO.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations	Partially	Teen Sexual Health I	Students explore the use of a gay slur is used and demonstrate ways to communicate respectfully.
SO.8.ADV.1	Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community	Not Addressed		

**Sexual Health**

SH.8.CC.1	Define vaginal, oral, and anal sex	Fully	Teen Sexual Health I, Teen Sexual Health II	Scientific definitions are provided to students
SH.8.CC.2	Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them	Fully	Teen Sexual Health I, Teen Sexual Health II	Forms of contraception are explained in both TSH I and TSH II
SH.8.CC.3	List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)	Fully	Teen Sexual Health I, Teen Sexual Health II	Abstinence, withdrawal, condoms and dental dams are presented
SH.8.CC.4	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption	Partially	Human Reproduction & Embryology	Signs of pregnancy, parenting and adoption are addressed in HRE
SH.8.CC.5	Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted	Fully	Teen Sexual Health I, Teen Sexual Health II	
SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)	Fully	Teen Sexual Health I	
SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission	Fully	Teen Sexual Health I, Teen Sexual Health II	Abstinence is presented as the only 100% effective way to prevent pregnancy and STDs. Forms of contraception are presented as ways to reduce the risk
SH.8.CC.8	Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	Partially	Teen Sexual Health I	The HPV vaccine is addressed
SH.8.CC.9	Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition	Fully	Teen Sexual Health I	Students learn that HIV can now be managed effectively through medications
SH.8.CC.10	Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment	Partially	Teen Sexual Health II	Students learn about access to health care and pregnancy and STI testing
SH.8.CC.11	Define racism and intersectionality and describe their impacts on sexual health	Not Addressed		
SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem	Fully	Teen Sexual Health II	Students learn about the potential influence of media, including sexually explicit media
SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making	Fully	Teen Sexual Health II	Through a scenario, students analyze how alcohol and marijuana can influence sexual decision-making
SH.8.INF.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking	Partially		Minors ability to consent to health care, confidentiality in a health care, safe haven (optional post program activity)
SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources	Partially	Teen Sexual Health II	Students will learn what STD testing entails
SH.8.AI.2	Define prenatal care and identify medically accurate sources of information about prenatal care	Not Addressed		
SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)*	Fully	Teen Sexual Health I, Teen Sexual Health II	Students learn that abstinence is the only 100% effective way to prevent pregnancy and learn contraceptive measures for reducing the risk. In TSH II students learn questions that they need to ask themselves and partner before accepting the responsibility of becoming sexually active
SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors	Fully	Teen Sexual Health II	In TSH II students learn questions that they need to ask themselves and partner before accepting the responsibility of becoming sexually active
SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)	Partially	Teen Sexual Health I, Teen Sexual Health II	Students develop an understanding, if not a specific plan
SH.8.SM.1	Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)	Partially	Teen Sexual Health II	Optional activity available with TSH II

**Interpersonal Violence**

IV.8.CC.1	Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health*	Not Addressed		
IV.8.CC.2	Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator*	Not Addressed		
IV.8.CC.3	Define sex trafficking, sexual exploitation, and gender-based violence*	Not Addressed		
IV.8.INF.1	Describe strategies that sex traffickers/exploiters employ to recruit youth	Not Addressed		
IV.8.AI.1	Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked	Not Addressed		
IV.8.SM.1	Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors	Not Addressed		
IV.8.ADV.1	Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	Not Addressed		