

Healthy Choices, Healthy Relationships

National Sexuality Education Standards - *Second Edition 2020*

GRADES 9, 10, 11, 12

| CONSENT AND HEALTHY RELATIONSHIPS | |
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| CORE CONCEPTS (CC) | |
| STANDARD | LESSON |
| 10.CC.1 Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships. | 1, 2, 4, 5, 6, 8, 9 |
| 10.CC.2 Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. | 4 & 6 |
| 10.CC.3 Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship. | 2 & 6 |
| ANALYZING INFLUENCES (INF) | |
| 10.INF.1 Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support. | 6 |
| 10.INF.3 Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent. | 4 & 6 |
| 12.INF.1 Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure. | 2 |
| 12.INF.4 Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. | 4 |
| INTERPERSONAL COMMUNICATION (IC) | |
| 10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior. | 5 & 6 |
| DECISION MAKING (DM) | |
| 12.DM.1 Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship. | 9, 10, 11 |
| GOAL-SETTING (GS) | |
| 10.GS.1 Develop a plan to get out of an unsafe or unhealthy relationship. | 6, 7, 11 |

| SELF-MANAGEMENT (SM) | |
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| 10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. | 4, 5, 6, 8, 11 |
| 12.SM.1 Evaluate strategies to use social media safely, legally, and respectfully. | 6 & 8 |
| PUBERTY AND ADOLESCENT SEXUAL DEVELOPMENT | |
| CORE CONCEPTS (CC) | |
| STANDARD | LESSON |
| 10.CC.1 Describe the cognitive, social, and emotional changes of adolescence and early adulthood. | 1 |
| ANALYZING INFLUENCES (INF) | |
| 10.INF.1 Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem. | 2 & 3 |
| GENDER IDENTITY AND EXPRESSION | |
| ANALYZING INFLUENCES (INF) | |
| STANDARD | LESSON |
| 10.INF.1 Analyze how media, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about gender identity, gender roles, and gender expression. | 2 |
| ADVOCACY (ADV) | |
| 12.ADV.1 Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities. | 4 & 8 |
| SEXUAL ORIENTATION AND IDENTITY | |
| ANALYZING INFLUENCES (INF) | |
| STANDARD | LESSON |
| 10.INF.1 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. | 3 |

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| 12.INF.1 Explain how support from peers, families, schools, and communities improve a person's health and wellbeing as it relates to sexual orientation and sexual identity. | 3 |
| ADVOCACY (ADV) | |
| 12.ADV.1 Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations. | 8 |
| INTERPERSONAL VIOLENCE (IV) | |
| CORE CONCEPTS (CC) | |
| STANDARD | LESSON |
| 10.CC.1 Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). | 4 |
| 10.CC.2 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. | 4 |
| 10.CC.3 Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator. | 4 |
| ANALYZING INFLUENCES (INF) | |
| 12.INF.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence. | 2, 3, 4 |
| INTERPERSONAL COMMUNICATION (IC) | |
| 10.IC.1 Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors. | 4 & 7 |
| ADVOCACY (ADV) | |
| 12.ADV.1 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). | 8 |