

## Love Notes 3.0

### National Sexuality Education Standards - *Second Edition 2020*

GRADES 9, 10, 11, 12

<b>CONSENT AND HEALTHY RELATIONSHIPS</b>	
<b>CORE CONCEPTS (CC)</b>	
<b>STANDARD</b>	<b>LESSON</b>
<b>10.CC.1</b> Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13
<b>10.CC.2</b> Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent.	7
<b>10.CC.3</b> Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship.	1, 3, 5
<b>12.CC.1</b> 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).	6, 9, 10, 11
<b>ANALYZING INFLUENCES (INF)</b>	
<b>10.INF.1</b> Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support.	7 & 13
<b>10.INF.2</b> Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships.	3
<b>10.INF.3</b> Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent.	7
<b>12.INF.1</b> Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure.	1 & 7
<b>12.INF.4</b> Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.	1, 2, 3, 4, 6, 7, 8, 13

<b>INTERPERSONAL COMMUNICATION (IC)</b>	
<b>10.IC.1</b> Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior.	7, 10, 11, 12, 13
<b>DECISION MAKING (DM)</b>	
<b>10.DM.1</b> Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important.	4, 6, 7, 11, 13
<b>12.DM.1</b> Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship.	6 & 8
<b>GOAL-SETTING (GS)</b>	
<b>10.GS.1</b> Develop a plan to get out of an unsafe or unhealthy relationship.	6, 7, 13
<b>SELF-MANAGEMENT (SM)</b>	
<b>10.SM.1</b> Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.	3, 6, 7, 11
<b>ANATOMY AND PHYSIOLOGY</b>	
<b>CORE CONCEPTS (CC)</b>	
<b>STANDARD</b>	<b>LESSON</b>
<b>10.CC.1</b> 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).	11
<b>12.CC.1</b> Describe the human sexual response cycle, including the role of hormones and pleasure.	11
<b>PUBERTY AND ADOLESCENT SEXUAL DEVELOPMENT</b>	
<b>CORE CONCEPTS (CC)</b>	
<b>STANDARD</b>	<b>LESSON</b>
<b>10.CC.1</b> Describe the cognitive, social, and emotional changes of adolescence and early adulthood.	2, 3, 9, 10, 11, 13
<b>ANALYZING INFLUENCES (INF)</b>	
<b>10.INF.1</b> Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.	2

<b>SEXUAL HEALTH</b>	
<b>CORE CONCEPTS (CC)</b>	
<b>STANDARD</b>	<b>LESSON</b>
<b>10.CC.1</b> Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).	12
<b>10.CC.2</b> 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.	12
<b>10.CC.3</b> Describe common symptoms, or lack thereof, and treatments for STDs, including HIV.	12
<b>SELF-MANAGEMENT (SM)</b>	
<b>12.SM.1</b> Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status.	3
<b>INTERPERSONAL COMMUNICATION (IC)</b>	
<b>10.IC.1</b> Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV).	10 & 12
<b>12.IC.1</b> 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.	10, 11, 12
<b>DECISION MAKING (DM)</b>	
<b>10.DM.1</b> Apply a decision-making model to choices about contraceptive use, including abstinence and condoms.	12 & 13
<b>12.DM.1</b> Assess the skills needed to be an effective parent.	13
<b>GOAL-SETTING (GS)</b>	
<b>12.GS.1</b> 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.	12
<b>SELF-MANAGEMENT (SM)</b>	
<b>12.SM.1</b> Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status.	12

<b>INTERPERSONAL VIOLENCE (IV)</b>	
<b>CORE CONCEPTS (CC)</b>	
<b>STANDARD</b>	<b>LESSON</b>
<b>10.CC.1</b> Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).	7
<b>10.CC.2</b> 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.	7 & 13
<b>ANALYZING INFLUENCES (INF)</b>	
<b>12.INF.1</b> Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence.	1, 2, 8, 11
<b>ACCESSING INFORMATION (AI)</b>	
<b>10.AI.2</b> Identify credible resources related to sex trafficking and sexual violence prevention and intervention.	7
<b>INTERPERSONAL COMMUNICATION (IC)</b>	
<b>10.IC.1</b> Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors.	7