

Kindergarten Standards	NOTES
Anatomy and Physiology	
Use proper names for body parts, including male and female anatomy	Teachers will use the proper names for anatomy when the opportunity presents itself, otherwise students will know the names of the body parts by the end of 2nd grade.
Identity	
Provide examples of how friends, family media, society and culture influence ways in which boys and girls think they should act	
Pregnancy and Reproduction	
Explain that all living things reproduce	
Healthy Relationships	
Identify different kinds of family structures	
Demonstrate ways to show respect for different types of families	
Describe the characteristics of a friend	
Identify healthy ways for friends to express feelings to each other	
Personal Safety	
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched	
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched	
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable	
Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable	
Define bullying and teasing	
Explain why bullying and teasing are wrong	
Identify parents and other trusted adults they can tell if they are being bullied or teased	
Demonstrate how to respond if someone is bullying or teasing them	
Explain why a person who has been bullied or teased is not at fault and needs support and understanding	
Describe how friends, family, media, society and culture can influence ideas about body image	It is OK to be me

1st Grade Standards	NOTES
Anatomy and Physiology	
Use proper names for body parts, including male and female anatomy	Teachers will use the proper names for anatomy when the opportunity presents itself, otherwise students will know the names of the body parts by the end of 2nd grade.
Identity	
Provide examples of how friends, family media, society and culture influence ways in which boys and girls think they should act	
Pregnancy and Reproduction	
Explain that all living things reproduce	
Healthy Relationships	
Identify different kinds of family structures	
Demonstrate ways to show respect for different types of families	
Describe the characteristics of a friend	
Identify healthy ways for friends to express feelings to each other	
Personal Safety	
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched	
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched	
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable	
Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable	
Define bullying and teasing	
Explain why bullying and teasing are wrong	
Identify parents and other trusted adults they can tell if they are being bullied or teased	
Demonstrate how to respond if someone is bullying or teasing them	
Explain why a person who has been bullied or teased is not at fault and needs support and understanding	
Describe how friends, family, media, society and culture can influence ideas about body image	It is OK to be me

2nd Grade Standards	NOTES
Anatomy and Physiology	
Use proper names for body parts, including male and female anatomy	Teachers will use the proper names for anatomy when the opportunity presents itself, otherwise students will know the names of the body parts by the end of 2nd grade.
Identity	
Provide examples of how friends, family media, society and culture influence ways in which boys and girls think they should act	
Pregnancy and Reproduction	
Explain that all living things reproduce	
Healthy Relationships	
Identify different kinds of family structures	
Demonstrate ways to show respect for different types of families	
Describe the characteristics of a friend	
Identify healthy ways for friends to express feelings to each other	
Personal Safety	
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched	
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched	
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable	
Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable	
Define bullying and teasing	
Explain why bullying and teasing are wrong	
Identify parents and other trusted adults they can tell if they are being bullied or teased	
Demonstrate how to respond if someone is bullying or teasing them	
Explain why a person who has been bullied or teased is not at fault and needs support and understanding	
Describe how friends, family, media, society and culture can influence ideas about body image	It is OK to be me

3rd Grade Standards	NOTES
Puberty and Adolescent Development	
Describe how friends, family, media, society and culture can influence ideas about body image	This could be taught in any subject area
Identity	
Identify parents or other trusted adults of whom students can ask questions about my identity.	
Demonstrate ways to treat others with dignity and respect	
Demonstrate ways students can work together to promote dignity and respect for all people	
Healthy Relationships	
Describe the characteristics of healthy relationships	
Compare positive and negative ways friends and peers can influence relationships	
Identify parents and other trusted adults they can talk to about relationships	
Demonstrate positive ways to communicate differences of opinion while maintaining relationships	
Demonstrate ways to treat others with dignity and respect	Especially surrounding different rates of development
Personal Safety	
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched	
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched	
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable	
Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable	
Define teasing, harassment, sexual harassment, and bullying and explain why they are wrong	
Explain why people tease, harass or bully others	
Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
Demonstrate ways to communicate about how one is being treated	
Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	

<p>Persuade others to take action when someone else is being teased, harassed or bullied</p>		
<p>Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)</p>		
<p>Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding</p>		

4th Grade Standards	NOTES
Anatomy and Physiology	
Describe male and female reproductive systems including body parts and their functions	
Identify medically accurate information about female and male reproductive anatomy	
Puberty and Adolescent Development	
Explain the physical, social and emotional changes that occur during puberty and adolescence	
Describe how friends, family, media, society and culture can influence ideas about body image	This could be taught in any subject area
Identify medically accurate information and resources about puberty and personal hygiene	
Explain ways to manage the physical and emotional changes associated with puberty	How to manage yourself as these changes occur
Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	In 4th grade, girls learn about girls - boy about boys
Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	
Describe how puberty prepares human bodies for the potential to reproduce	
Identity	
Identify parents or other trusted adults of whom students can ask questions about my identity.	
Demonstrate ways to treat others with dignity and respect	
Demonstrate ways students can work together to promote dignity and respect for all people	
Healthy Relationships	
Describe the characteristics of healthy relationships	
Compare positive and negative ways friends and peers can influence relationships	
Identify parents and other trusted adults they can talk to about relationships	
Demonstrate positive ways to communicate differences of opinion while maintaining relationships	
Demonstrate ways to treat others with dignity and respect	Especially surrounding different rates of development
Personal Safety	

Define teasing, harassment, sexual harassment, and bullying and explain why they are wrong	
Explain why people tease, harass or bully others	
Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
Demonstrate ways to communicate about how one is being treated	
Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	
Persuade others to take action when someone else is being teased, harassed or bullied	
Define sexual abuse	Age-appropriate, reproductive parts specific
Identify parents or other trusted adults they can tell if they are being sexually abused	
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)	
Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding	

5th Grade Standards	NOTES
Anatomy and Physiology	
Describe male and female reproductive systems including body parts and their functions	
Identify medically accurate information about female and male reproductive anatomy	
Puberty and Adolescent Development	
Explain the physical, social and emotional changes that occur during puberty and adolescence	
Describe how friends, family, media, society and culture can influence ideas about body image	This could be taught in any subject area
Identify medically accurate information and resources about puberty and personal hygiene	
Explain ways to manage the physical and emotional changes associated with puberty	How to manage yourself as these changes occur
Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	
Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	In 5th grade, boys learn about girl reproductive parts - girls learn about boy reproductive parts
Describe how puberty prepares human bodies for the potential to reproduce	
Identity	
Identify parents or other trusted adults of whom students can ask questions about my identity.	
Demonstrate ways to treat others with dignity and respect	
Demonstrate ways students can work together to promote dignity and respect for all people	
Healthy Relationships	
Describe the characteristics of healthy relationships	
Compare positive and negative ways friends and peers can influence relationships	
Identify parents and other trusted adults they can talk to about relationships	
Demonstrate positive ways to communicate differences of opinion while maintaining relationships	
Demonstrate ways to treat others with dignity and respect	Especially surrounding different rates of development
Personal Safety	

Define teasing, harassment, sexual harassment, and bullying and explain why they are wrong	
Explain why people tease, harass or bully others	
Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
Demonstrate ways to communicate about how one is being treated	
Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	
Persuade others to take action when someone else is being teased, harassed or bullied	
Define sexual abuse	Age-appropriate, reproductive parts specific
Identify parents or other trusted adults they can tell if they are being sexually abused	
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)	
Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding	

6th Grade Standards	NOTES
Anatomy and Physiology	
Describe male and female sexual and reproductive systems including body parts and their functions	
Puberty and Adolescent Development	
Describe how puberty prepares human bodies for the potential to reproduce	
Describe the physical, social, cognitive and emotional changes of adolescence	
Analyze how friends, family, media, society and culture can influence self-concept and body image	
Identify medically-accurate sources of information about puberty, adolescent development, sexual health and sexuality	
Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	
Identity	
Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	2nd semester
Develop a plan to promote dignity and respect for all people in the school community	
Pregnancy and Reproduction	
Describe the process of human reproduction	cartoon form
Healthy Relationships	
Analyze the ways in which friends, family, media, society and culture can influence relationships	
Explain the criteria for evaluating the health of a relationship and compare and contrast the characteristics of healthy and unhealthy relationships	
Describe the potential impacts of power differences such as age, status or position within relationships	
Define and analyze the similarities and differences between friendships and romantic relationships	
Demonstrate communication skills that foster healthy relationships	
Describe a range of ways people express affection within various types of relationships	
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	
Describe the advantages and disadvantages of communicating using technology and social media	

Analyze the impact of technology and social media on friendships and relationships	
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others using technology/social media	
Describe strategies to use social media safely, legally and respectfully	
Personal Safety	
Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding	
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) and respecting boundaries	
Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	
Describe ways to treat others with dignity and respect	
Advocate for safe environments that encourage dignified and respectful treatment of everyone	
Demonstrate ways they can respond when someone is being bullied or harassed	

7th Grade Standards	NOTES
Anatomy and Physiology	
Describe male and female sexual and reproductive systems including body parts and their functions	
Puberty and Adolescent Development	
Describe the physical, social, cognitive and emotional changes of adolescence	
Analyze how friends, family, media, society and culture can influence self-concept and body image	
Identify medically-accurate sources of information about puberty, adolescent development, sexual health and sexuality	
Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	
Identity	
Differentiate between gender identity, gender expression and sexual orientation	
Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	
Access accurate information about gender identity, gender expression and sexual orientation	
Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	
Develop a plan to promote dignity and respect for all people in the school community	
Pregnancy and Reproduction	
Describe the process of human reproduction	cartoon form
Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	
Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	
Describe the signs and symptoms of a pregnancy	prenatal development
Identify prenatal practices that can contribute to a healthy pregnancy	
Sexually Transmitted Diseases and HIV	
Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	
Healthy Relationships	

Analyze the ways in which friends, family, media, society and culture can influence relationships	
Explain the criteria for evaluating the health of a relationship and compare and contrast the characteristics of healthy and unhealthy relationships	
Describe the potential impacts of power differences such as age, status or position within relationships	
Define and analyze the similarities and differences between friendships and romantic relationships	
Demonstrate communication skills that foster healthy relationships	
Describe a range of ways people express affection within various types of relationships	
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	
Describe the advantages and disadvantages of communicating using technology and social media	
Analyze the impact of technology and social media on friendships and relationships	
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others using technology/social media	
Describe strategies to use social media safely, legally and respectfully	
Personal Safety	
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) and respecting boundaries	
Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong	
Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	
Describe ways to treat others with dignity and respect	
Advocate for safe environments that encourage dignified and respectful treatment of everyone	
Demonstrate ways they can respond when someone is being bullied or harassed	

Explain why a person who has been sexually harassed, sexually assaulted, or raped is not at fault and needs support and understanding	
Explain the laws concerning sexual activity	guest police officer (consent)

8th Grade Standards	NOTES
Anatomy and Physiology	
Describe male and female sexual and reproductive systems including body parts and their functions	
Puberty and Adolescent Development	
Describe the physical, social, cognitive and emotional changes of adolescence	
Analyze how friends, family, media, society and culture can influence self-concept and body image	
Identify medically-accurate sources of information about puberty, adolescent development, sexual health and sexuality	
Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	
Identity	
Differentiate between gender identity, gender expression and sexual orientation	
Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	
Access accurate information about gender identity, gender expression and sexual orientation	
Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	
Develop a plan to promote dignity and respect for all people in the school community	
Pregnancy and Reproduction	
Define sexual intercourse and its relationship to human reproduction	and misconceptions
Define sexual abstinence as it relates to pregnancy and STI prevention	
Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	
Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	
Explain the health benefits and effectiveness in pregnancy prevention of abstinence	High School goes into contraception
Identify medically-accurate resources about pregnancy and STI prevention and reproductive health care	
Apply a decision-making model to various sexual health decisions	
Describe the signs and symptoms of a pregnancy	prenatal development

Identify prenatal practices that can contribute to a healthy pregnancy		
Sexually Transmitted Diseases and HIV		
Define STDs including HIV, and how they are and are not transmitted		
Identify medically-accurate information about STDs, including HIV		
Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each		
Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors		
Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV		
Develop a plan to eliminate or reduce risk for STDs, including HIV		
Describe the signs, symptoms and potential impacts of STDs, including HIV		
Healthy Relationships		
Analyze the ways in which friends, family, media, society and culture can influence relationships		
Explain the criteria for evaluating the health of a relationship and compare and contrast the characteristics of healthy and unhealthy relationships		
Describe the potential impacts of power differences such as age, status or position within relationships		
Define and analyze the similarities and differences between friendships and romantic relationships		
Demonstrate communication skills that foster healthy relationships		
Describe a range of ways people express affection within various types of relationships		
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others		
Describe the advantages and disadvantages of communicating using technology and social media		
Analyze the impact of technology and social media on friendships and relationships		
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others using technology/social media		
Describe strategies to use social media safely, legally and respectfully		
Personal Safety		
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) and respecting boundaries		

Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong	
Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	
Describe ways to treat others with dignity and respect	
Advocate for safe environments that encourage dignified and respectful treatment of everyone	
Demonstrate ways they can respond when someone is being bullied or harassed	
Explain why a person who has been sexually harassed, sexually assaulted, or raped is not at fault and needs support and understanding	
Explain the laws concerning sexual activity	guest police officer (consent)

Health Class Standards	NOTES
Anatomy and Physiology	
Puberty and Adolescent Development	
Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood	
Analyze how friend, family, media, society and culture can influence self-concept and body image	
Apply a decision-making model to various situations relating to sexual health	
Identity	
Differentiate between biological sex, sexual orientation/identity, and gender identity and expression	
Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity	
Explain how to promote safety, respect, awareness and acceptance	
Pregnancy and Reproduction	
Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods	
Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors	
Access medically-accurate information about contraceptive methods, including abstinence	
Discuss the importance of communicating boundaries and choices about whether or when to engage in sexual behaviors	
Apply a decision-making model to choices about contraception, including abstinence	
Describe the correct use of all contraceptives, including risk factors and reliability rates	medical professional explain all methods
Describe the signs of pregnancy	
Access medically-accurate information about pregnancy, prenatal care services and pregnancy options	
Describe prenatal practices that can contribute to or threaten a healthy pregnancy	
Analyze factors that influence decisions about whether and when to become a parent	
Assess the skills and resources needed to become a parent	Financial Literacy
Sexually Transmitted Diseases and HIV	
Describe common symptoms of and treatments for STDs, including HIV	
Explain how to access local STD and HIV testing and treatment services	

Discuss the importance of communicating with a partner about STD and HIV prevention and testing	
Apply a decision-making model to choices about safer sex practices, preferring abstinence	
Analyze individual responsibility about testing for and informing partners about STDs and HIV status	
Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV	
Access medically-accurate prevention information about STDs, including HIV	
Develop a plan to eliminate or reduce risk for STDs, including HIV	
Advocate for sexually active peers to get STD/HIV testing and treatment	
Describe the laws related to sexual health care services, including STD and HIV testing and treatment	
Healthy Relationships	
Describe characteristics of healthy and unhealthy romantic and/or sexual relationships	
Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship	
Demonstrate how to access valid information and resources to help deal with relationships	
Demonstrate effective strategies to avoid or end an unhealthy relationship	
Describe a range of ways to express affection within healthy relationships	
Define sexual consent and explain its legal implications for sexual decision-making	guest police officer
Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity	
Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior	
Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior	
Evaluate the potentially positive and negative roles of technology and social media in relationships	
Describe strategies to use social media safely, legally and respectfully	
Personal Safety	
Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, rape and dating violence	
Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted	
Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault	

Advocate for safe environments that encourage dignified and respectful treatment of everyone	
Identify the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	guest police officer
Describe potential impacts of power differences (e.g. age, status or position) within sexual relationships	
Demonstrate ways to access accurate information and resources for survivors of sexual abuse, rape, sexual harassment, sexual assault and dating violence	
Identify ways in which they could respond when someone else is being bullied or harassed	
Explain why a person who has been raped or sexually assaulted is not at fault	