

**Grade Cluster: 9-12 Crosswalk.**

<https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Sexual-Health-Education-Curriculum-Framework>

Standard	Essential Questions	Curricular Outcomes	Possible Performance Indicators		Notes
Part 1 Sexual Assault					
1: Core Concepts	<ul style="list-style-type: none"> <li>- What do I need to know about my growth and development and its relationship to that of others to stay healthy?</li> <li>- What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?</li> </ul>	<ul style="list-style-type: none"> <li>- Students will comprehend concepts related to: <ul style="list-style-type: none"> <li>- physical, mental, emotional, and social development and the impact on self and others.</li> <li>- sexual abuse and assault prevention and awareness, and the impact on self and others</li> </ul> </li> </ul>	<p>H.1.1 Compare, contrast and analyze appropriate ways to express needs, wants and feelings in relationships</p> <p>H.1.2. Analyze and evaluate the impact that self-esteem and self-respect have on decision-making regarding sexual behaviors.</p> <p>H.1.2.c Describe how the reproductive, endocrine, nervous and sexual systems work together</p> <p>H.1.3 Evaluate how families can influence the health of individuals</p> <p>H.1.4.a Analyze factors that may contribute to a healthy and unhealthy relationship</p> <p>H.1.5 Analyze how physical, social, cultural and emotional environments may influence sexual health</p> <p>H.1.6.a Compare and contrast healthy and unhealthy dating practices (e.g. values, culture, dating violence)</p> <p>H.1.6.b Analyze the impact of cultural change through the generations on sexual health issues</p> <p>H.1.6.c Define and describe healthy sexuality and sexual expression throughout the life span</p> <p>H.1.6.d Research and analyze data about sexual behavior among teenagers</p> <p>H.1.6.e Differentiate between biological sex, sexual orientation and gender identity</p> <p>H.1.6.f Differentiate between sexual orientation, behavior and identity</p> <p>H.1.7.a Describe situations in which someone might choose to abstain from sexual activity after already engaging in the</p>		

			<p>behavior, and assess the barriers that might be encountered in implementing this decision.</p> <p>H.1.8.a Research and analyze the impact of teenage pregnancy and parenthood on society</p> <p>H.1.8.b Compare and contrast the legal rights and responsibilities of adolescents about pregnancy and parenting</p> <p>H.1.9 Discuss important health assessments, screenings and examinations that are necessary to maintain reproductive health throughout the lifespan (e.g. testicular self-examinations, breast self-examinations and Pap smears)</p> <p>H.1.10.a Analyze the modes of transmission, prevention methods, signs and symptoms, testing and treatments for HIV/STD infections</p> <p>H.1.10.b Research and analyze the demographic and impact of HIV/AIDS on different populations and in different regions of the world</p> <p>H.1.10.c Examine the stereotypes and discrimination that exist and describe the impact this has on people living with HIV/AIDS and other communicable diseases</p>		
2: Accessing Health Information & Resources	<p>- How and where do I find valid sexual health information and resources?</p> <p>- How and where do I find valid info. and resources about sexual abuse and assault prevention and awareness?</p>	<p>- Students will demonstrate the ability to access:</p> <ul style="list-style-type: none"> <li>- valid sexual health info., products and services.</li> <li>- valid info., products and services about sexual abuse and assault prevention and awareness.</li> </ul>	<p>H.2.1 Analyze and evaluate service providers and resources for health care services related to sexual health (e.g. counseling, testing, school based health centers, pediatrician, reproductive health care)</p> <p>H.2.2 Analyze and evaluate medically accurate and reliable information about sexual health (e.g. internet and social media)</p> <p>H.2.3 Analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying and other types of violence</p>		
3: Self-Manag	- What can I do to achieve sexual health?	- Students will demonstrate the	H.3.1 Evaluate the effectiveness and outcomes of self-control strategies and ways to express feelings appropriately		

ement of Healthy Behaviors	- What can I do to raise my awareness of and help to prevent sexual abuse & assault?	ability to practice health-enhancing behaviors to: - avoid and reduce sexual health risks. - avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	H.3.2 Analyze and evaluate strategies that an individual could use to abstain or delay sexual intercourse H.3.3 Describe appropriate reproductive health care throughout the life span H.3.4 Evaluate the importance of personal responsibility as it pertains to sexual behavior, abstinence, sexual and reproductive health H.3.5.a Describe strategies to use social media safely and respectfully H.3.5.b Analyze strategies for avoiding and addressing sexual exploitation and behaviors that may be perceived as sexually coercive (e.g. internet, social media, dating) H.3.6 Analyze the value of postponing sexual activity, the methods and effectiveness of contraception and ways to protect oneself from communicable diseases (e.g. STD/HIV) H.3.7 Compare and contrast ways in which an individual could respond in a situation when they or someone else is being bullied or harassed		
4: Analyzing Internal & External Influences	- What influences my attitudes, behaviors and decisions related to my sexual health? - What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?	- Students will analyze the influence of family, peers, culture, media, technology and other factors on: - sexual health attitudes, behaviors and decisions. - their sexual health attitudes, behaviors and	H.4.1.a Analyze how internal and external influences affect sexual feelings, behavior, attitudes and decisions H.4.1.b Examine personal values and how they influence relationships and sexual decision-making H.4.2 Evaluate the effects of external influences on sexual decision-making (e.g. parents, family values, media, internet, culture, peers, society) H.4.3 Evaluate the influence of alcohol and other drugs on sexual behavior and sexual health H.4.4.a Analyze ways in which technology can impact physical and emotional safety (e.g. internet, social media, texting)		

		decisions that impact sexual abuse and assault.	M.4.4.b Analyze the various forms of sexual exploitation via the internet, social media and other means and identify prevention/intervention strategies		
5: Communic ation Skills	<ul style="list-style-type: none"> <li>- What interpersonal communication skills do I need in order to have a positive effect on my sexual health?</li> <li>- What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?</li> </ul>	<p>-Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their:</p> <ul style="list-style-type: none"> <li>-sexual health</li> <li>-sexual health safety regarding sexual abuse and assault prevention and awareness.</li> </ul>	<p>H.5.1 Analyze the effectiveness of the various communication styles in developing and sustaining relationships</p> <p>H.5.2 Analyze the effectiveness of verbal and non-verbal skills to refuse pressure to engage in sexual risk and other higher-risk behaviors (e.g. smoking, drinking)</p> <p>H.5.3 Analyze and evaluate effective negotiation and refusal skills for avoiding higher-risk sexual behaviors (e.g. maintaining abstinence, consistent use of contraceptives; discuss HIV/STD status)</p> <p>H.5.4.a Analyze the effectiveness of communicating clear expectations, boundaries, personal safety strategies and clear limits on sexual behaviors</p> <p>H.5.4.c Compare and contrast healthy ways to express empathy for others</p> <p>H.5.5 Analyze how the use of manipulation and sexual harassment impacts relationships and the existing laws and policies designed to protect young people from sexual harassment and other types of violence</p> <p>H.5.6 Explain the impact of culture and gender on the interpretation of various communication styles and methods</p>		
6: Decision- Making Skills	<ul style="list-style-type: none"> <li>- What decision-making skills do I need to maintain my sexual health?</li> <li>- What sexual health safety decision-making skills do I need to raise my awareness of and help</li> </ul>	<p>Students will demonstrate the ability to use decision-making skills that contribute to their:</p> <ul style="list-style-type: none"> <li>- sexual health</li> </ul>	<p>H.6.1 Analyze the impact that external influences (e.g. partners, peers, family, community) have on decision-making about abstinence, sexual activity, and sexual health</p> <p>H.6.2 Predict the immediate and long-term impact of sexual health decisions on the individual, family, and community</p> <p>H.6.3 Research and examine possible outcomes of alcohol and other drug use related to sexual activity</p>		

	prevent sexual abuse and assault?	- sexual health safety regarding sexual abuse and assault prevention and awareness.			
7: Goal-Setting Skills	<ul style="list-style-type: none"> <li>- How do I use the goal-setting process to take responsibility for my sexual health?</li> <li>- How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness?</li> </ul>	<ul style="list-style-type: none"> <li>- Students will use goal-setting skills to contribute to: <ul style="list-style-type: none"> <li>- their sexual health.</li> <li>- their sexual health safety regarding sexual abuse and assault prevention and awareness.</li> </ul> </li> </ul>	H.7.1 Analyze how internal and external influences may affect goal-setting (e.g. personal choices, sexual health, behaviors, family, peers, community, culture)		
8: Advocacy	<ul style="list-style-type: none"> <li>- What can I do to advocate for responsible behaviors related to: <ul style="list-style-type: none"> <li>- sexual health based on accurate health information?</li> <li>- sexual abuse and assault prevention and awareness based on accurate health information?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to advocate and support others in making responsible choices related to: <ul style="list-style-type: none"> <li>-sexual health.</li> <li>- sexual abuse and assault prevention awareness.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>H.8.1 Engage in authentic experiences of caring, compassion and advocating for others (e.g. community service)</li> <li>H.8.2 Research laws and policies; plan and engage in activities that advocate against bias and discrimination</li> <li>H.8.3.a Demonstrate ways to advocate for responsible behaviors that promote sexual health (e.g. health screenings, healthy relationships, access to reproductive health care)</li> <li>H.8.3.b Develop a campaign to advocate for developmentally appropriate, medically accurate sexual health education programs and services (e.g. school-based health centers)</li> <li>H.8.4 Advocate for school policies and programs that promote dignified and respectful treatment for all.</li> </ul>		
Part 2: Other Mandates of PA No 19-12					
<b>Standard</b>	<b>Proposed Concept</b>	<b>Possible Performance Indicators</b>		<b>Is this so</b>	<b>Notes</b>

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			ity ?	
M.3.5	Safe Use of Social Media	Identify strategies to use social media safely and respectfully		
NA	CPR and defibrillator training.	<a href="https://portal.ct.gov/-/media/SDE/Press-Room/Press-Release/2014/State_Board_Passes_Resolution_on_CPR_and_Defibrillator_Training.pdf">https://portal.ct.gov/-/media/SDE/Press-Room/Press-Release/2014/State_Board_Passes_Resolution_on_CPR_and_Defibrillator_Training.pdf</a>  Curious about what we have 5-8 on <b>CPR and Defibrillator</b> instruction, It does not appear the state followed up with the 2015 mandate to identify these standards.		
NA	VAPING	NEW. instruction relating to the dangers and health consequences of using electronic nicotine delivery systems and vapor products. 10-16b(d)		