

Killingly Public Schools
CT Health Curriculum Crosswalk

Grade Cluster: 1-4

Standard	Essential Questions	Curricular Outcomes	Performance Indicators
1:Core Concepts	- What do I need to know about my growth and development and its relationship to that of others to stay healthy?	- Students will comprehend concepts related to: - Physical, mental, emotional, and social development and the impact on self and others.	1. Describe healthy families, healthy family environments, and healthy relationships. 2. Describe and demonstrate appropriate ways to express feelings and affection b/w people and in a variety of situations, including physical touch and verbal interactions. 3. Use proper names for body parts including specific anatomy and parts that are considered private on themselves and others.
1: Core Concepts II	- What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?	- Students will comprehend concepts related to: - sexual abuse and assault prevention and awareness, and the impact on self and others	4. Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 5. Explain why sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are wrong and not the victim's fault. 6. Explain the importance of setting boundaries. 7. Explain that everyone, including children, have a right to tell others not to touch their body when they do not want to be touched.
2: Accessing Health Information & Resources	- How and where do I find valid sexual health information and resources?	- Students will demonstrate the ability to access: - Valid sexual health info., products and services.	1. Identify trusted adults in the home, school, and community they can confide in if they are being sexually mistreated, groomed, harassed, abused, assaulted, or exploited, & who can provide accurate information about sexual health issues.
2: Accessing Health Information & Resources	How and where do I find valid information and resources about sexual abuse and assault prevention and awareness?	Students will demonstrate the ability to access: Valid info., products and services about sexual abuse and assault prevention and awareness.	2. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.
3: Self-Management of Healthy Behaviors	- What can I do to achieve sexual health?	- Students will demonstrate the ability to practice health-enhancing behaviors to:	1. Demonstrate how to express feelings in healthy ways, including empathy. 2. Demonstrate ways to treat self and others with dignity and respect. 3. Explain how to treat one's body with dignity and respect.

	- What can I do to raise my awareness of and help to prevent sexual abuse & assault?	- avoid and reduce sexual health risks. - avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	4. Identify ways in which an individual could respond in a situation when they or someone else is groomed, harassed, abused, assaulted, or exploited.
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 decisions that impact sexual abuse and assault.	1. Describe how culture, media, technology, and people may influence the attitudes, behaviors and decisions of young people (e.g. attractiveness, body image, relationships, and self-esteem). 2. Identify the ways in which technology and social media can impact physical & emotional safety. 3. Discuss the ways in which perpetrators of sexual violence target their victims based on real or perceived vulnerabilities such as gender, age, sexual orientation, disability and other factors.
5: Communication Skills	- What interpersonal communication skills do I need in order to have a positive effect on my sexual health? - What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?	-Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their: -sexual health -sexual health safety regarding sexual abuse and assault prevention and awareness.	1. Demonstrate healthy ways to express needs, wants and feelings. 2. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or hurtful situations in the home, school or community. 3. Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected.
6: Decision-Making Skills	- What decision-making skills do I need to maintain my sexual health? - What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?	Students will demonstrate the ability to use decision-making skills that contribute to their: - sexual health - sexual health safety regarding sexual abuse and assault prevention and awareness.	1. Identify factors that would influence one's ability to make responsible, healthy, safe sexual decisions (e.g. peer pressure, or establishing boundaries.)
7: Goal-Setting Skills	- How do I use the goal-setting process to take responsibility for my sexual health?	- Students will use goal-setting skills to contribute to: - their sexual health.	See above outcomes

	<ul style="list-style-type: none">- How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness?	<ul style="list-style-type: none">- their sexual health safety regarding sexual abuse and assault prevention and awareness.	
8: Advocacy	<ul style="list-style-type: none">- What can I do to advocate for responsible behaviors related to:<ul style="list-style-type: none">- sexual health based on accurate health information?- sexual abuse and assault prevention and awareness based on accurate health information?	Students will demonstrate the ability to advocate and support others in making responsible choices related to: <ul style="list-style-type: none">-sexual health.- sexual abuse and assault prevention awareness.	1. Take action and persuade others to take action when someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.