

**Grade Cluster: 5-8 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	Is this covered in <u>Health</u> , <u>Second Step</u> , or <u>another Curriculum</u> ? If so, in what lesson/activity?	Notes
<b>Part 1 Sexual Assault</b>					
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>	<ol style="list-style-type: none"> <li>1. Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern b/w people and in various situations.</li> <li>2. Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</li> <li>3. Describe situations &amp; behaviors that constitute sexual violence within dating &amp; romantic relationships.</li> <li>4. Explain that no one has the right to touch anyone else in a sexual manner if they don't want to be touched.</li> <li>5. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.</li> <li>6. Identify the social, emotional, and physical behaviors (e.g. setting limits/boundaries).</li> <li>7. Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.</li> </ol>		
2: Accessing Health	<ul style="list-style-type: none"> <li>- How and where do I find valid sexual health</li> </ul>	<ul style="list-style-type: none"> <li>- Students will demonstrate the ability to access:</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify trusted adults, as well as school and community health services who can</li> </ol>		

Information & Resources	<p>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>- valid sexual health info., products and services.</p> <p>- valid info., products and services about sexual abuse and assault prevention and awareness.</p>	<p>provide support and accurate information for a variety sexual health issues.</p> <p>2. Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation &amp; trafficking.</p> <p>3. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.</p> <p>4. Develop an understanding of the concept of active consent.</p>		
3: Self-Management of Healthy Behaviors	<p>- What can I do to achieve sexual health?</p> <p>- What can I do to raise my awareness of and help to prevent sexual abuse &amp; assault?</p>	<p>- Students will demonstrate the ability to practice health-enhancing behaviors to:</p> <ul style="list-style-type: none"> <li>- avoid and reduce sexual health risks.</li> <li>- avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.</li> </ul>	<p>1. Demonstrate ways to avoid or change situations that threaten sexual health safety (e.g. roles of bystander, perpetrator, or victim).</p> <p>2. Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.</p>		
4: Analyzing Internal & External Influences	<p>- What influences my attitudes, behaviors and decisions related to my sexual health?</p>	<p>- Students will analyze the influence of family, peers, culture, media,</p>	<p>1. Analyze positive and negative influences on sexual behavior (e.g. peers, media, culture, society, use of alcohol and drugs, internal factors).</p>		

	<p>- What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?</p>	<p>technology and other factors on:</p> <ul style="list-style-type: none"> <li>- sexual health attitudes, behaviors and decisions.</li> <li>- their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.</li> </ul>	<p>2. Describe the positive and negative ways in which technology and social media can impact physical &amp; emotional safety.</p>		
5: Communi cation Skills	<p>- What interpersonal communication skills do I need in order to have a positive effect on my sexual health?</p> <p>- What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?</p>	<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>1. Demonstrate effective ways to express needs, wants and feelings to build, promote and support positive, healthy, safe sexual relationships, including the setting of and respecting limits and boundaries, giving active consent and seeking help and support.</p> <p>2. Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.</p>		
6: Decision-	<p>- What decision-making skills do I need to</p>	<p>Students will demonstrate the ability to use</p>	<p>1. Apply individual and collaborative decision-making processes related to sexual health safety situations, including active</p>		

Making Skills	<p>maintain my sexual health?</p> <ul style="list-style-type: none"> <li>- What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?</li> </ul>	<p>decision-making skills that 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>consent, sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p> <p>M.3.6 Identify and discuss the value of postponing sexual activity, the methods and effectiveness of contraception and ways to protect oneself from communicable diseases (e.g. STD/HIV)</p>		
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>	<p>1. Discuss how internal and external influences may affect goal-setting (e.g. personal choices, sexual health, behaviors, family, peers, community, culture)</p>		
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</li> </ul> </li> </ul>	<p>Students will demonstrate the ability to advocate and support others in making responsible choices related to:</p> <ul style="list-style-type: none"> <li>-sexual health.</li> </ul>	<p>1. Advocate for safe environments that encourage dignified and respectful treatment of others.</p> <p>2. Demonstrate ways they can respond when someone else is sexually mistreated, groomed, harassed, abused, assaulted, or exploited.</p>		

	accurate health information?	- sexual abuse and assault prevention awareness.			
Part 2: Other Mandates of PA No 19-12					
Standard	Proposed Concept	Possible Performance Indicators	Is this covered in <u>Health, Second Step, or another Curriculum?</u> If so, in what lesson/activity?	Notes	
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-Releases/2014/State_Board_Passes_Resolution_on_CPR_and_Defibrillator_Training.pdf">https://portal.ct.gov/-/media/SDE/Press-Room/Press-Releases/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)			