

Grades 5, 6, 7, 8

Adopted 2013

Core Concepts: Physical, Mental, Emotional and Social Growth and Development

- 1. Examine appropriate and healthy ways to express affection, love, friendship and concern.** *M.1.1*

 - a. Explain how body image and self-esteem can impact decision-making regarding sexual behaviors.** *M.1.2.A*

 - c. Describe male and female reproductive and sexual systems and how they work.** *M.1.2.C*

 - d. Describe puberty and the process of human reproduction.** *M.1.2.D*

 - e. Describe the interrelationship of mental, emotional, social and physical health during puberty and adolescence.** *M.1.2.E*

- 3. Examine how families may change over time, and the impact these changes may have on the family structure and individual members.** *M.1.3*

 - a. Compare and contrast the characteristics of healthy and unhealthy relationships.** *M.1.4.A*

 - b. Analyze the differences and similarities between friendships and romantic relationships.** *M.1.4.B*

 - a. Analyze ways in which the physical, social, cultural and emotional environment and personal health are interrelated.** *M.1.5.A*

- 6. Describe healthy and unhealthy dating practices (e.g. values, culture, dating violence).** *M.1.6*

 - e. Differentiate between gender identity, sexual orientation, and the concept of gender roles.** *M.1.6.E*

- a. Explain the value of abstinence and/or choosing to abstain after having already engaged in sexual activity.** *M.1.7.A*

 - b. Identify the methods of contraception and how they work.** *M.1.7.B*

- 8. Identify and discuss the impact of teenage pregnancy and parenthood (e.g. future goals, financial, graduation, college).** *M.1.8*

10. Discuss HIV/STD and hepatitis infections as it relates to higher risk behaviors, modes of transmission and prevention methods. [M.1.10](#)

Accessing Health Information and Resources

1. Identify a trusted adult who can provide accurate information about puberty, adolescent development and sexuality. [M.2.1](#)

2. Distinguish between reliable and unreliable sources of information on sexual health (e.g. internet and social media). [M.2.2](#)

a. Identify the process for getting help and to report sexual harassment, sexual assault, child abuse, human trafficking, bullying and other types of violence. [M.2.3.A](#)

b. Discuss the legal age of consent for sexual behaviors in Connecticut. [M.2.3.B](#)

Self-Management of Healthy Behaviors

1. Demonstrate the ability to use self-control and express feelings appropriately. [M.3.1](#)

a. Identify strategies that an individual could use to abstain or delay sexual intercourse. [M.3.2.A](#)

b. Describe abstinence and its role in maintaining sexual health. [M.3.2.B](#)

4. Discuss the importance of personal responsibility for sexual behavior, including abstinence and sexual and reproductive health. [M.3.4](#)

a. Identify strategies to use social media safely and respectfully. [M.3.5.A](#)

b. Identify sexual exploitation and behaviors that are perceived as sexually coercive and resources to address these concerns. [M.3.5.B](#)

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). [M.3.6](#)

7. Discuss ways in which an individual could respond in a situation when they or someone else is being bullied or harassed. [M.3.7](#)

Analyzing Internal and External Influences

1. Describe how internal and external influences affect sexual behavior, attitudes and decisions. [M.4.1](#)

2. Analyze a variety of external sources that may influence sexual decision making and sexual behavior (e.g. parents, family values, media, internet, culture, peers, society). [M.4.2](#)

3. Analyze the influence of alcohol and other drugs on sexual behavior and sexual health. [M.4.3](#)

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- a. Describe the ways in which technology can impact physical and emotional safety (e.g. internet, social media, texting).** M.4.4.A
 - b. Explain how sexual exploitation can occur on the internet, social media or other.** M.4.4.B
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Communication Skills

- a. Discuss what influences ones decision to use various communication styles in developing and sustaining healthy relationships.** M.5.1.A
 - b. Demonstrate positive ways to communicate differences of opinion while maintaining relationships.** M.5.1.B
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- 2. Identify and demonstrate verbal and non-verbal skills to refuse pressure to engage in sexual risk and other higher risk behaviors (e.g. smoking, drinking).** M.5.2
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- 3. Demonstrate effective negotiation and refusal skills to avoid sexual risk behaviors.** M.5.3
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- a. Demonstrate how to communicate clear expectations, boundaries, personal safety strategies and clear limits on sexual behaviors.** M.5.4.A
 - c. Analyze healthy ways to express empathy for others.** M.5.4.C
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- 5. Discuss various forms of communication that constitutes sexual harassment and identify the process for reporting incidents of sexual harassment and other types of violence.** M.5.5
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Decision-Making Skills

- 1. Describe the impact that external influences (e.g. partners, peers, family, community) have on decision-making about abstinence, sexual activity and sexual health.** M.6.1
 - 2. Predict how deciding to remain abstinent protects ones' sexual health.** M.6.2
 - 3. Explain how the use of alcohol and other drugs impacts the decision to remain abstinent or be sexually active.** M.6.3
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Goal-Setting Skills

- 1. Discuss how internal and external influences may affect goal-setting (e.g. personal choices, sexual health, behaviors, family, peers, community, culture).** M.7.1
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Advocacy

- 1. Formulate a plan to engage in an experience of caring, compassion and advocating for others (e.g., community service).** M.8.1
- 2. Describe the impact discrimination has on people and how to address bias and discrimination.** M.8.2

3. Discuss the benefits of and advocate for developmentally appropriate, medically accurate sexual health education. M.8.3

4. Advocate for safe environments that encourage dignified and respectful treatment of others. M.8.4