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Consent and Healthy Relationships

Standards	Correlating Pages
CHR.10.CC.1: Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships	467–472, 491–495, 499
CHR.10.CC.2: Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent	470, 514–517
CHR.10.CC.3: Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship	471, 517–518, 602–603, 635, 654
CHR.10.INF.1: Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support	498–500
CHR.10.INF.2: Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships	83–84, 125, 471, 517, 635, 654
CHR.10.INF.3: Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent	104–105, 262–264, 288–290, 293, 298, 301, 516
CHR.10.IC.1: Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior	470–471, 497, 514–517, 522, 605–609
CHR.10.DM.1: Evaluate a variety of characteristics of romantic and/or sexual	491–495

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Standards	Correlating Pages
relationships and determine which ones are personally most important	
CHR.10.GS.1: Develop a plan to get out of an unsafe or unhealthy relationship	498–499, 534
CHR.10.SM.1: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior	470, 497, 514–517, 522, 605–609

Anatomy and Physiology

Standards	Correlating Pages
AP.10.CC.1: Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex)	546–548, 553–556, 584, 591

Puberty and Adolescent Sexual Development

Standards	Correlating Pages
PD.10.CC.1: Describe the cognitive, social, and emotional changes of adolescence and early adulthood	578–579, 582–587
PD.10.INF.1: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem	89–93, 100–101, 105–108

Gender Identity and Expression

Standards	Correlating Pages
GI.10.CC.1: Differentiate between sex assigned at birth, gender identity, and	91–92, 589–595

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Standards	Correlating Pages
gender expression	
GI.10.INF.1: Analyze how media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression	91–92, 595–596

Sexual Orientation and Identity

Standards	Correlating Pages
SO.10.CC.1: Differentiate between sexual orientation, sexual behavior, and sexual identity	92, 589–595
SO.10.INF.1: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity	591–596
SO.10.AI.1: Access credible sources of information about sexual orientation	594–595, 598

Sexual Health

Standards	Correlating Pages
SH.10.CC.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)	630–631, 634–637, 642–643, 655–656, 660–664, 666–671, 674–678
SH.10.CC.2: Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex	613–614, 627–628, 633

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Standards	Correlating Pages
SH.10.CC.3: Describe common symptoms, or lack thereof, and treatments for STDs, including HIV	613–623, 627–628, 638–639
SH.10.CC.4: List the major milestones of each trimester of fetal development utilizing medically accurate information	564–565
SH.10.CC.5: Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities	597, 645–646, 677
SH.10.CC.6: Define reproductive justice and explain its history and how it relates to sexual health	568, 668
SH.10.INF.1: Describe the impact of racism and inequality on sexual health	558, 568
SH.10.INF.2: Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment)	560, 628–630, 637–639
SH.10.INF.3: Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)	366, 498, 517
SH.10.AI.1: Demonstrate the ability to determine whether a resource or service is medically accurate or credible	560, 654, 661
SH.10.AI.2: Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and	560, 642–647, 654, 661

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Standards	Correlating Pages
pregnancy options (including parenting, abortion, adoption, and prenatal care)	
SH.10.AI.3: Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP	615–623, 628–630, 637–639
SH.10.IC.1: Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV)	497, 605–609, 616, 620, 630–631, 635, 656–657
SH.10.DM.1: Apply a decision-making model to choices about contraceptive use, including abstinence and condoms	608, 634–637
SH.10.GS.1: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention	605–609, 634–637, 642–643
SH.10.GS.2: Describe the steps for how a person living with HIV can remain healthy	630
SH.10.SM.1: Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)	630–631, 636–637, 662

Interpersonal Violence

Standards	Correlating Pages
IV.10.CC.1: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment,	516–517, 520

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Standards	Correlating Pages
sexual abuse, sexual assault, domestic violence)	
IV.10.CC.2: Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence	517–524, 527, 529–532
IV.10.CC.3: Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator	517, 519, 521, 529
IV.10.CC.4: Explain sex trafficking, including recruitment tactics that sex traffickers/ exploiters use to exploit vulnerabilities and recruit youth	539–541
IV.10.AI.1: Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence	507, 510–511, 524, 534–535, 540, 542
IV.10.AI.2: Identify credible resources related to sex trafficking and sexual violence prevention and intervention	511–512, 521–523, 532–535, 539–542
IV.10.IC.1: Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors	507, 510–511, 519–520, 524, 533–535, 540
IV.10.IC.2: Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations	361–364, 519–520, 523, 533, 540

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Consent and Healthy Relationships

Standards	Correlating Pages
CHR.12.CC.1: Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes)	366, 471–472, 517–518, 602–603, 635, 654
CHR.12.INF.1: Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure	471, 518, 602–603, 635, 654
CHR.12.INF.2: Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors	518, 591–596, 600–601
CHR.12.INF.3: Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability)	494, 499, 504–506, 509–510, 516, 520, 539–540
CHR.12.INF.4; Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship	528–529, 534
CHR.12.DM.1: Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship	498–500, 608

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Standards	Correlating Pages
CHR.12.SM.1: Evaluate strategies to use social media safely, legally, and respectfully	359–366

Anatomy and Physiology

Standards	Correlating Pages
AP.12.CC.1: Describe the human sexual response cycle, including the role of hormones and pleasure	584

Gender Identity and Expression

Standards	Correlating Pages
GI.12.INF.1: Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to gender identity and gender expression	595–597
GI.12.ADV.1: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities	574, 597

Sexual Orientation and Identity

Standards	Correlating Pages
SO.12.INF.1: Explain how support from peers, families, schools, and communities can improve a person's health and well-being as it relates to sexual orientation and sexual identity	595–597
SO.12.ADV.1: Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations	574, 597

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Sexual Health

Standards	Correlating Pages
SH.12.CC.1: Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	620–622, 631
SH.12.CC.2: Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression	630
SH.12.INF.1: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption	643–647
SH.12.INF.2: Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	656–657
SH.12.INF.3: Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment	558, 568, 628–628, 648–649
SH.12.INF.4: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media	366, 516–517
SH.12.INF.5: Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities	558, 568
SH.12.AI.1: Access medically accurate and credible information about pregnancy options, including parenting,	643–647

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Standards	Correlating Pages
abortion, and adoption	
SH.12.IC.1: Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations	600–603, 606–607, 629, 635
SH.12.DM.1: Assess the skills needed to be an effective parent	644–646
SH.12.GS.1: Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access	560, 628–631, 636–639, 660–664, 666–671, 674–678
SH.12.SM.1: Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status	628–629, 637–638

Interpersonal Violence

Standards	Correlating Pages
IV.12.INF.1: Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence	516, 518
IV.12.ADV.1: Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration)	130, 574, 597, 628–629

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