

## Unit 6: Responsible Sexuality

### Standard Alignment

Topic	<a href="#">National Health Standards(s)</a>	<a href="#">State Health Standard(s)/Description</a>	<a href="#">ISBE Sexual Health Standards</a>
Male Reproductive System	1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<p>22.D.4a: Identify health resources to help influence others in making healthy choices.</p> <p>22.D.5a: Explain how individuals can improve or help sustain school or community health initiatives and/or services.</p> <p>23.A.4a: Explain how body system functions can be maintained and improved.</p> <p>23.C.4a: Describe changes in physical health and body functions at various stages of the life cycle.</p>	<p>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)</p> <p>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.</p> <p>GI.10.INF.1b 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</p> <p>SO.10.AI.1 Access credible sources of information about sexual orientation.</p>

<p>Female Reproductive System</p>	<p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors</p>	<p>22.D.4a: Identify health resources to help influence others in making healthy choices.  22.D.5a: Explain how individuals can improve or help sustain school or community health initiatives and/or services.  23.A.4a: Explain how body system functions can be maintained and improved.  23.C.4a: Describe changes in physical health and body functions at various stages of the life cycle.</p>	<p>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</p> <p>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</p> <p>SO.10.AI.1 Access credible sources of information about sexual orientation.</p>
<p>Menstrual Cycle</p>	<p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors</p>	<p>23.A.4a: Explain how body system functions can be maintained and improved.  23.C.4a: Describe changes in physical health and body functions at various stages of the life cycle.</p>	<p>AP.12.CC.1 Describe the human sexual response cycle, including the role of hormones and pleasure  <b>**The role of hormones is discussed during this lesson</b></p>
<p>Birth Control/Contraception</p>	<p>3.12.3 Determine the accessibility of products and services that enhance health.  3.12.4 Determine when professional health services may be required.  3.12.5 Access valid and reliable health products and services.</p>	<p>22.D.4a: Identify health resources to help influence others in making healthy choices.  24.B.5a: Explain immediate and long term impacts of health decisions to the individual, family, and community.</p>	<p>SH.10.DM.1 Apply a decision making model to choices about contraceptive use, including abstinence and condoms</p> <p>SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency</p>

			<p>contraception)</p> <p>SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)</p> <p>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)*</p>
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<p>STIs/STDs</p>	<p>3.12.3 Determine the accessibility of products and services that enhance health.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>	<p>22.A.4a: Compare and contrast communicable, chronic and degenerative illnesses.</p> <p>22.A.5a: Explain strategies for managing contagious, chronic, and degenerative illnesses.</p> <p>22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.</p> <p>22.D.4a: Identify health resources to help influence others in making healthy choices.</p> <p>22.D.5a: Explain how individuals can improve or help sustain school or community health initiatives and/or services.</p>	<p>SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>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)*</p> <p>SH.10.DM.1 Apply a decision making model to choices about contraceptive use, including abstinence and condoms.</p> <p>SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g., external, and internal condoms, dental dams).</p> <p>SH.10.CC.3 Describe common symptoms, or lack thereof, and treatments for STDs, including HIV.</p>
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<p>HIV/AIDS</p>	<p>3.12.3 Determine the accessibility of products and services that enhance health.  3.12.4 Determine when professional health services may be required.  3.12.5 Access valid and reliable health products and services.</p>	<p>22.A.5a: Explain strategies for managing contagious, chronic, and degenerative illnesses.  22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations.  22.D.4a: Identify health resources to help influence others in making healthy choices.</p>	<p>SH.10.GS.2 Describe the steps for how a person living with HIV can remain healthy.   SH.10.CC.3 Describe common symptoms, or lack thereof, and treatments for STDs, including HIV.</p>
<p>Safe Haven Law</p>	<p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.  2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p>	<p>22.D.4a: Identify health resources to help influence others in making healthy choices.</p>	<p>SH.10.CC.5 Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities</p>
<p>Relationships  *See below (abuse &amp; harassment—topics mesh together)</p>	<p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.  2.12.6 Evaluate the impact of technology on personal, family, and community health.  4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.  4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>24.A.4a: Describe the effects of conflict and violence upon the health of individuals, families, and communities.  24.A.5a: Compare and contrast strategies to prevent conflict and resolve differences.  24.A.4b: Formulate strategies to prevent conflict and resolve differences.</p>	<p>CHR.10.CC.1 Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships*   CHR.10.INF.1 Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support.   CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*</p>

	<p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>		
Resources		<p>22.D.4a: Identify health resources to help influence others in making healthy choices.</p>	<p>SH.10.AI.1 Demonstrate the ability to determine whether a resource or service is medically accurate or credible.</p> <p>SH.10.AI.2 Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care)</p> <p>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.</p>

Sexting			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)
Sexual Assault, Sexual Violence, Sexual Harassment, and Domestic Violence			<p>IV.10.AI.1 Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence.</p> <p>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</p> <p>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*</p> <p>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</p> <p>IV.10.CC.4 Explain sex trafficking, including recruitment tactics that sex traffickers/ exploiters use to</p>

			exploit vulnerabilities and recruit youth.
Sex Trafficking			<p>IV.10.AI.2 Identify credible resources related to sex trafficking and sexual violence prevention and intervention.</p> <p>IV.10.IC.2 Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations .</p>
Sexual Consent			<p>CHR.10.CC.2 Describe what Constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent*</p> <p>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*</p>
<p>Gender Identify &amp; Expression/ Sexual Orientation &amp; Identity</p> <p>*The <i>Positive Prevention Plus</i> curriculum touches on this. It has not been part of the JTHS curriculum.</p>			<p>GI.10.CC.1 Differentiate between sex assigned at birth, gender identity, and gender expression.</p> <p>SO.10.CC.1 Differentiate between sexual orientation, sexual behavior, and sexual identity.</p>