

## CSD Current Reproductive Health Standards by Grade Level

### 4th Grade

#### **STRAND 7: Growth and Development - Currently Girls Only/Recommended to add Boys**

##### **Standard 1: Core Concepts**

7.1 Explain that puberty and development can vary considerably and still be normal.

7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).

7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).

7.4 Describe emotional changes during puberty (e.g., mood shifts).

7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

##### **Standard 2: Access Information**

7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.

##### **Standard 3: Health Behaviors**

7.7 Develop plans to maintain personal hygiene during puberty.

## 5th Grade

### **STRAND 6: HIV Prevention**

#### **Standard 1: Core Concepts**

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Describe how HIV is and is not transmitted.

#### **Standard 3: Health Behaviors**

6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles.

### **STRAND 7: Growth and Development**

#### **Standard 1: Core Concepts**

7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.

7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).

7.3 Explain emotional changes during puberty (e.g., mood shifts).

7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

7.5 Define and identify basic male and female reproductive anatomy using scientific names.

7.6 Define the functions of sperm and egg cells in human reproduction.

7.7 Describe how sperm cells are produced.

7.8 Describe the menstrual cycle and its potential for human reproduction.

7.9 Describe the functions of basic male and female reproductive anatomy.

## 6th Grade

### **STRAND 7: Sexuality Education**

#### **Standard 1: Core Concepts**

7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.

7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.

7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.

7.4 Define abstinence from sex.

7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.

#### **Standard 2: Access Information**

7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

#### **Standard 3: Health Behaviors**

7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.

7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.

## 7th Grade

### **STRAND 6: HIV AND STIs Prevention**

#### **Standard 3: Health Behaviors**

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

### **STRAND 7: Sexuality Education**

#### **Standard 1: Core Concepts**

7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

#### **Standard 3: Health Behaviors**

7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.

7.4 Demonstrate skills to avoid and escape risky situations.

#### **Standard 4: Influences**

7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.

#### **Standard 5: Goal Setting**

7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

#### **Standard 7: Social Skills**

7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior..

7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

## 8th Grade

### **STRAND 6: HIV AND STIs Prevention**

#### **Standard 1: Core Concepts**

- 6.1 Explain how HIV is and is not transmitted.
- 6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

#### **Standard 2: Access Information**

- 6.3 Explain when it is important to get adult, medical, and/or counseling help.
- 6.4 Describe sources of accurate information and assistance in one's community.

#### **Standard 3: Health Behaviors**

- 6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).

### **STRAND 7: Sexuality Education**

#### **Standard 1: Core Concepts**

- 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

#### **Standard 3: Health Behaviors**

- 7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.

#### **Standard 5: Goal Setting**

- 7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

#### **Standard 7: Social Skills**

- 7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.

## 9th Grade

### **STRAND 6: HIV AND OTHER STIs PREVENTION**

#### **Standard 1: Core Concepts**

- 6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.
- 6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.
- 6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.

#### **Standard 2: Access Information**

- 6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.

#### **Standard 3: Health Behaviors**

- 6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- 6.6 Evaluate one's personal perception of risk for HIV and other STIs.

#### **Standard 7: Social Skills**

- 6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.

### **RECOMMENDED**

#### **Standard 7: Social Skills**

- 6.8 Demonstrate acceptance for individuals living with HIV.

### **STRAND 7: SEXUALITY EDUCATION**

#### **Standard 1: Core Concepts**

- 7.1 Summarize and explain laws related to the sexual behavior of young people.
- 7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
- 7.3 Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.

#### **Standard 2: Access Information**

- 7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.

**Standard 3: Health Behaviors**

7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.

**Standard 4: Influences**

7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.

**Standard 5: Goal Setting**

7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.

**Standard 6: Decision Making**

7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.

**Standard 7: Social Skills**

7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.