

				National Health Education Standard
Row	Indicator #	Indicator	Topic	
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence				
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1	CHR.2.CC.1	Describe characteristics of a friend	CHR	CC
2	CHR.2.CC.2	Define bodily autonomy and personal boundaries	CHR	CC
3	CHR.2.CC.3	Define consent	CHR	CC
4	CHR.2.CC.4	Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)	CHR	CC
5	CHR.2.IC.1	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries	CHR	IC
6	CHR.2.IC.2	Explain why it is important to show respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)	CHR	IC
7	CHR.2.SM.1	Identify healthy ways for friends to express feelings, both physically and verbally	CHR	SM
16	IV.2.IC.1	Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	IC
17	IV.2.DM.1	Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)*	IV	DM
Yellow - addressed by both the Michigan Standards and the National Standards				
Green - not addressed by Michigan Standards - data supports need for inclusion				

Row	Indicator #	Indicator	Topic	National Health Education Standard	If Addressed: Grade, Curriculum, Lesson
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence Standards: CC=Core Concepts, INF=Analyzing Influences, AI=Accessing Information, IC=Interpersonal Communication, DM=Decision-Making, GS=Goal Setting, SM=Self-Management, ADV=Advocacy					
1	CHR.5.CC.1	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members	CHR	CC	3rd, 4th
2	CHR.5.CC.2	Explain the relationship between consent, personal boundaries, and bodily autonomy	CHR	CC	3rd, 4th, 5th
3	CHR.5.AI.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships	CHR	AI	3rd, 4th, 5th
4	CHR.5.IC.1	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries	CHR	IC	3rd, 4th, 5th
5	AP.5.CC.1	Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies	AP	CC	4th
6	PD.5.CC.1	Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary	PD	CC	4th
7	PD.5.CC.2	Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce	PD	CC	4th
8	PD.5.CC.3	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)	PD	CC	4th (masturbation is not introduced or discussed).
10	PD.5.AI.1	Identify credible sources of information about puberty and personal hygiene	PD	AI	3rd, 4th
11	PD.5.AI.2	Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health	PD	AI	3rd, 4th
12	PD.5.GS.1	Make a plan for maintaining personal hygiene during puberty	PD	GS	3rd, 4th
17	GI.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression	GI	AI	3rd, 4th - encouraged to ask parents if there is a question
18	GI.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community	GI	ADV	We teach to treat all humans with kindness and respect

21	SO.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation	SO	AI	3rd, 4th - encouraged to ask parents if there is a question
23	SH.5.CC.1	Explain the relationship between sexual intercourse and human reproduction	SH	CC	not taught
25	SH.5.CC.3	Define STDs, including HIV, and clarify common myths about transmission	SH	CC	4th
27	IV.5.IC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment	IV	IC	3rd, 4th, 5th
28	IV.5.IC.2	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action	IV	IC	3rd, 4th
30	IV.5.SM.1	Describe steps a person can take when they are being or have been sexually abused	IV	SM	3rd, 4th
29	IV.5.ADV.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV	3rd, 4th, 5th
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1	CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships*	CHR	CC
2	CHR.8.CC.2	Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships	CHR	CC
3	CHR.8.CC.3	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	CHR	CC
4	CHR.8.CC.4	Define sexual consent and sexual agency	CHR	CC
5	CHR.8.INF.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships	CHR	INF
6	CHR.8.INF.2	Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)	CHR	INF
7	CHR.8.INF.3	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity*	CHR	INF
8	CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	CHR	IC
9	CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	CHR	IC
10	CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*	CHR	SM
11	CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully	CHR	SM
12	AP.8.CC.1	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)	AP	CC
13	PD.8.AI.1	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health	PD	AI
14	GI.8.INF.1	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression	GI	INF

16	GI.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all gender identities	GI	IC
22	SO.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations	SO	IC
26	SH.8.CC.3	List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)	SH	CC
28	SH.8.CC.5	Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted	SH	CC
29	SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)	SH	CC
30	SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission	SH	CC
35	SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem	SH	CC
36	SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making	SH	INF
37	SH.8.INF.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking	SH	INF
38	SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources	SH	AI
40	SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)*	SH	IC
42	SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors	SH	DM
41	SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)	SH	GS
46	IV.8.CC.3	Define sex trafficking, sexual exploitation, and gender-based violence*	IV	CC
47	IV.8.INF.1	Describe strategies that sex traffickers/exploiters employ to recruit youth	IV	INF
48	IV.8.AI.1	Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked	IV	AI
49	IV.8.SM.1	Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors	IV	SM

50	IV.8.ADV.1	Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV
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1	CHR.10.CC.1	Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships*	CHR	CC
2	CHR.10.CC.2	Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent*	CHR	CC
3	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	CHR	CC
4	CHR.10.INF.1	Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support	CHR	INF
5	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	CHR	INF
6	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*	CHR	INF
7	CHR.10.IC.1	Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*	CHR	IC
9	CHR.10.DM.1	Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important	CHR	DM
8	CHR.10.GS.1	Develop a plan to get out of an unsafe or unhealthy relationship*	CHR	GS
10	CHR.10.SM.1	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior	CHR	SM
11	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)	AP	CC
12	PD.10.CC.1	Describe the cognitive, social, and emotional changes of adolescence and early adulthood	PD	CC
19	SH.10.CC.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)	SH	CC

20	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	SH	CC
21	SH.10.CC.3	Describe common symptoms, or lack thereof, and treatments for STDs, including HIV	SH	CC
26	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)*	SH	INF
27	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)	SH	INF
28	SH.10.AI.1	Demonstrate the ability to determine whether a resource or service is medically accurate or credible	SH	AI
29	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)	SH	AI
30	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	SH	AI
31	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)*	SH	IC
34	SH.10.DM.1	Apply a decision-making model to choices about contraceptive use, including abstinence and condoms	SH	DM
32	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	SH	GS
36	IV.10.CC.1	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)	IV	CC
37	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*	IV	CC

38	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	IV	CC
39	IV.10.CC.4	Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth	IV	CC
40	IV.10.AI.1	Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence	IV	AI
41	IV.10.AI.2	Identify credible resources related to sex trafficking and sexual violence prevention and intervention	IV	AI
42	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	IV	IC
43	IV.10.IC.2	Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations	IV	IC
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1	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)	CHR	CC
2	CHR.12.INF.1	Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure*	CHR	INF
4	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, socio-economic status, immigration status, ability)*	CHR	INF
5	CHR.12.INF.4	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship*	CHR	INF
6	CHR.12.DM.1	Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship	CHR	DM
7	CHR.12.SM.1	Evaluate strategies to use social media safely, legally, and respectfully	CHR	SM
13	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)	SH	CC
16	SH.12.INF.2	Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	SH	INF
17	SH.12.INF.3	Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment	SH	INF
18	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	SH	INF
20	SH.12.AI.1	Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*	SH	AI
21	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	SH	IC
23	SH.12.DM.1	Assess the skills needed to be an effective parent	SH	DM
22	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	SH	GS
24	SH.12.SM.1	Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status*	SH	SM

25	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*	IV	INF
26	IV.12.ADV.1	Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV
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