Sex Ed To-Go Courses and National Sexuality Education Standards

Find **student-facing courses** at https://www.plannedparenthood.org/planned-parenthood-pacific-southwest/campaigns/sex-ed-to-go/sex-ed-to-go-students

Find all **teacher-facing courses** at https://www.plannedparenthood.org/planned-parenthood-pacific-southwest/campaigns/sex-ed-to-go/sex-ed-to-go-teachers

Sex Ed To-Go is designed to provide foundational knowledge through a one-way, didactic platform; we recognize that some National Sexuality Education Standards (NSES) aren't possible to meet without live, guided activities, role plays or reflections. This grid explains the role Sex Ed To-Go can play in providing comprehensive, effective sex education in three categories:

- "Supports" = provides detailed information to support student knowledge and skill-building on this standard
- "Partially supports" = introduces or provides foundational knowledge on this standard but additional work with a live educator (e.g. activities, role plays, reflections) or additional materials are needed to meet standard
- "Not yet" = this standard is not yet addressed in Sex Ed To-Go content. Most will be covered in future course; however, there are a few standards that may not be possible to support through a one-way didactic platform.

The grid is organized by NSES topic strand, then by age $(8^{th}-12^{th})$ and then by standard category (e.g. Core Concept, Analyzing Influences).

National Sexuality Education Standard	Code reference	Does Sex Ed To-Go support this standard?	Notes on Student-Facing Courses	Supportive Teacher- Facing Courses
Anatomy and Physiology				
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.8.CC.1, AP.10.CC.1	Supports	Covered in Reproductive Anatomy and Physiology. Intersex covered in Gender Identity and Sexual Orientation.	Additional guidance in Teaching Reproductive Anatomy and Inclusive Sex Education teacher courses
Describe the human sexual	AP.12.CC.1	Not yet		
response cycle, including the				
role of hormones and pleasure				
Puberty and Adolescent Developr	nent			
Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health	PD.8.AI.1	Supports	Covered in <i>Puberty</i>	Additional guidance in Teaching Puberty
Describe the cognitive, social, and emotional changes of adolescence and early adulthood	PD.10.CC.1	Supports	Covered in <i>Puberty</i>	



As of March 2022				
Analyze how peers, media,	PD.10.INF.1	Partially	Introduced in <i>Puberty</i>	
family, society, culture, and a		supports		
person's intersecting identities				
can influence self concept, body				
image, and self esteem				
Gender Identity and Expression				
Analyze how peers, family, and a	GI.8.INF.1	Partially	Introduced in Gender	Additional guidance in
person's intersecting identities		supports	Identity and Sexual	Teaching Gender
can influence attitudes, beliefs,			Orientation with self-	Identity and Sexual
and expectations about gender,			assessment tool	Orientation and
gender identity, gender roles,				Inclusive Sex Education
and gender expression				teacher courses
and gender expression				teacher courses
Assessment of the House and the	CLO ALA	6	Control in Control	
Access medically accurate	GI.8.AI.1	Supports	Covered in Gender	
sources of information about			Identity and Sexual	
gender, gender identity, and			Orientation	
gender expression		_		_
Demonstrate ways to	GI.8.IC.1	Supports	Covered in Gender	
communicate respectfully with			Identity and Sexual	
and about people of all gender			Orientation in "How to	
identities			be an ally"	
Develop a plan for the school to	GI.8.ADV.1	Supports	Covered in <i>Gender</i>	
promote dignity and respect for			Identity and Sexual	
people of all genders, gender			<i>Orientation</i> in "How to	
identities, and gender			be an ally"	
expressions in the school				
community				
Differentiate between sex	GI.10.CC.1	Supports	Covered in <i>Gender</i>	
assigned at birth, gender			Identity and Sexual	
identity, and gender expression			Orientation.	
Analyze how media, society,	GI.10.INF.1	Partially	Introduced in Gender	7
culture, and a person's		supports	Identity and Sexual	
intersecting identities can			Orientation	
influence attitudes, beliefs, and				
expectations about gender,				
gender identity, gender roles,				
and gender expression				
Explain how support from peers,	GI.12.INF.1	Supports	Covered in <i>Gender</i>	†
families, schools, and			Identity and Sexual	
communities can improve a			Orientation.	
person's health and wellbeing as				
it relates to gender identity and				
gender expression				
Advocate for school and	GI.12.ADV.1	Supports	Covered in <i>Gender</i>	1
community policies and	J1.12.∧DV.1	<u> </u>	Identity and Sexual	
programs that promote dignity			Orientation in "How to	
and respect for people of all			be an ally"	
genders, gender expressions,			De all ally	
and gender identities				
and genuer identities			1	



As of March 2022				
Sexual Orientation and Identity				
Recall the definition of sexual	SO.8.CC.1	Supports	Covered in <i>Gender</i>	Additional guidance in
orientation and explain that			Identity and Sexual	Teaching Gender
most people have a sexual			Orientation	Identity and Sexual
orientation				Orientation and
Analyze how peers, media,	SO.8.INF.1,	Partially	Introduced in Gender	Inclusive Sex Education
family, society, culture, and a	SO.10.INF.1	supports	Identity and Sexual	teacher courses
person's intersecting identities			Orientation with self-	
can influence attitudes, beliefs,			assessment tool	
and expectations about sexual				
orientation		_		
Access credible sources of	SO.8.AI.1,	Supports	Covered in <i>Gender</i>	
information about sexual	SO.10.AI.1		Identity and Sexual	
orientation			Orientation	
Demonstrate ways to	SO.8.IC.1	Supports	Covered in <i>Gender</i>	
communicate respectfully with			Identity and Sexual	
and about people of all sexual			Orientation	
orientations				
Develop a plan for the school to	SO.8.ADV.1	Supports	Covered in <i>Gender</i>	
promote dignity and respect for			Identity and Sexual	
people of all sexual orientations			Orientation	
in the school community				
Define sexual identity and	SO.8.CC.2	Supports	Covered in <i>Gender</i>	
explain a range of identities			Identity and Sexual	
related to sexual orientation			Orientation	
(e.g., heterosexual, bisexual,				
lesbian, gay, queer, twospirit,				
asexual, pansexual)				
Differentiate between sexual	SO.10.CC.1	Supports	Covered in <i>Gender</i>	
orientation, sexual behavior,			Identity and Sexual	
and sexual identity			Orientation	
Explain how support from peers,	SO.12.INF.1	Supports	Covered in <i>Gender</i>	
families, schools, and			Identity and Sexual	
communities can improve a			Orientation	
person's health and wellbeing as				
it relates to sexual orientation				
and sexual identity				
Advocate for school and	SO.12.ADV.1	Supports	Covered in <i>Gender</i>	
community policies and			Identity and Sexual	
programs that promote dignity			Orientation	
and respect for people of all				
sexual orientations				
Sexual Health				
Define vaginal, oral, and anal sex	SH.8.CC.1	Supports	Covered in Pregnancy Prevention (including	Additional guidance in Teaching Sexually
			Abstinence) and Sexually	Transmitted Infections
			Transmitted Infections	and Teaching
			and an arrange of the second	Pregnancy Prevention
				teacher courses
				1



As of March 2022				
Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them	SH.8.CC.2	Supports	Covered in Pregnancy Prevention (including Abstinence) and How to Access Services	Additional guidance in Teaching Pregnancy Prevention teacher course
List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)	SH.8.CC.3	Supports	Covered in Pregnancy Prevention (including Abstinence)	
Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption	SH.8.CC.4	Supports	Lightly covered in Pregnancy Prevention (including Abstinence) and in-depth in Pregnancy, Childbirth, Adoption and Abortion	Additional guidance in Teaching Pregnancy and Options teacher course
Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted	SH.8.CC.5, SH.10.CC.3	Supports	Covered in Sexually Transmitted Infections	Additional guidance in Teaching Sexually Transmitted Infections
Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)	SH.8.CC.6, SH.10.CC.3	Supports	Covered in Sexually Transmitted Infections	teacher course
Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission	SH.8.CC.7	Supports	Covered in Pregnancy Prevention (including Abstinence) and Sexually Transmitted Infections	
Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	SH.8.CC.8	Supports	Covered in Sexually Transmitted Infections	
Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition	SH.8.CC.9	Supports	Covered in Sexually Transmitted Infections	
Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment	SH.8.CC.10	Supports	Nationwide information covered in <i>How to</i> Access Services. Detailed California information covered in Understanding Your Rights in California	Additional guidance in Teaching How to Access Services and Youth Rights and (for Californians) California Laws and Policies teacher courses
Define racism and intersectionality and describe their impacts on sexual health	SH.8.CC.11	Partially supports	Some disparity data covered in <i>Pregnancy,</i> Childbirth, Adoption and Abortion	
Explain the impact that media, including sexually explicit media,	SH.8.CC.12	Not yet	Will be covered in future media literacy course	



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can have on one's body image and self esteem				
Analyze how alcohol and other substances can influence sexual decision-making	SH.8.INF.1	Partially supports	Lightly covered in Sexually Transmitted Infections. Will be covered in future healthy relationships course	
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.8.INF.2	Supports	Nationwide information covered in How to Access Services and Human Trafficking. Detailed California information covered in Understanding Your Rights in California	Additional guidance in Teaching How to Access Services and Youth Rights and (for Californians) California Laws and Policies teacher courses
Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources	SH.8.AI.1	Supports	Covered in Pregnancy Prevention (including Abstinence) and How to Access Services	Additional guidance in Teaching Sexually Transmitted Infections teacher course
Define prenatal care and identify medically accurate sources of information about prenatal care	SH.8.AI.2	Supports	Lightly covered in Pregnancy Prevention (including Abstinence) and in-depth in Pregnancy, Childbirth, Adoption and Abortion	Additional guidance in Teaching Pregnancy and Options teacher course
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.8.IC.1	Partially supports	How to reduce or eliminate risk covered in Pregnancy Prevention (including Abstinence) and Sexually Transmitted Infections	Additional guidance in Teaching Sexually Transmitted Infections and Teaching Pregnancy Prevention teacher courses
Identify factors that are important in deciding whether and when to engage in sexual behaviors	SH.8.DM.1	Not yet		
Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)	SH.8.GS.1	Partially supports	How to reduce or eliminate risk covered in Pregnancy Prevention (including Abstinence) and Sexually Transmitted Infections	Additional guidance in Teaching Sexually Transmitted Infections teacher course
Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)	SH.8.SM.1, SH.10.SM.1	Supports	Covered in Pregnancy Prevention (including Abstinence)	
Compare and contrast the advantages and disadvantages	SH.10.CC.1, SH.10.INF.1	Supports	Covered in Pregnancy Prevention (including	



of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception) Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex List the major milestones of each trimester of fetal development utilizing medically accurate information Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities Define reproductive justice and explain its history and how it relates to sexual healthcare services for minors (e.g., contraception, prenatal care, adoption, abortion, STD, including their position, testing, and treatment)* Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting) Identify medically accurate sources of information about and local services that provide contraception, and prenatal care) (including parenting, abortion, adoption, and prenatal care) (including parenting, abortion, and prenatal care) (including parenting, abortion, adoption, and prenatal care) (including parenting, abortion, and prenatal care) (including parenting, abo	As of March 2022				
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and local services that provide Abstinence), Sexually	· ·				
	and local services that provide				
prevention, testing, early and	prevention, testing, care, and			Transmitted Infections	



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treatment of STDs, including HIV, including the steps to obtain PrEP and PEP			and How to Access Services	
Describe the steps for how a person living with HIV can remain healthy	SH.10.GS.2	Not yet		
Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression	SH.12.CC.2	Supports	Covered in Sexually Transmitted Infections	
Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption*	SH.12.INF.1	Partially supports	Introduced in Pregnancy, Childbirth, Adoption and Abortion	Additional guidance in Teaching Pregnancy and Options teacher course
Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	SH.12.INF.2	Partially supports	Introduced in <i>Pregnancy Prevention</i> .	
Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment	SH.12.INF.3	Partially supports	Pregnancy and abortion stigma covered in Pregnancy, Childbirth, Adoption and Abortion	Additional guidance in Teaching Pregnancy and Options teacher course
Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media	SH.12.INF.4	Partially supports	Consent topics covered in <i>Consent</i> .	Additional guidance in Teaching Consent, Teaching How to Access Services and Youth Rights and (for Californians) California Laws and Policies teacher courses
Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	SH.12.INF.5	Partially supports	Availability and affordability introduced in <i>Pregnancy Prevention</i> .	
Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*	SH.12.AI.1	Supports	Introduced in <i>Pregnancy Prevention</i> . Covered indepth in <i>Pregnancy</i> , <i>Childbirth</i> , <i>Adoption</i> and <i>Abortion</i>	Additional guidance in Teaching Pregnancy and Options teacher course
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	SH.12.IC.1	Not yet		



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ways to begin such conversations				
Assess the skills needed to be an effective parent	SH.12.DM.1	Partially supports	Introduced in Pregnancy, Childbirth, Adoption and Abortion	
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.12.GS.1	Supports	Covered in <i>How to</i> Access Services	Additional guidance in Teaching How to Access Services and Youth Rights teacher course
Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status	SH.12.SM.1	Not yet		
Consent and Healthy Relationship	ns			
Compare and contrast the characteristics of healthy and unhealthy relationships	CHR.8.CC.1, CHR.10.CC.1	Supports	Introduced in Consent as a handout. Will be covered in-depth in future healthy relationships course.	Additional guidance in Teaching Consent and Supporting Healthy Relationships teacher courses
Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships	CHR.8.CC.2	Supports	Introduced in Consent and Human Trafficking	Additional guidance in Teaching Consent teacher course
Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	CHR.8.CC.3	Not yet	Will be covered in future healthy relationships course	
Define sexual consent and sexual agency	CHR.8.CC.4	Supports	Covered in Consent	
Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships	CHR.8.INF.1	Partially supports	Introduced in Consent	
Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)	CHR.8.INF.2	Partially supports	Social media covered in Human Trafficking	
Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect	CHR.8.INF.3, CHR.10.INF.3	Supports	Covered in Consent	Additional guidance in Teaching Consent teacher course



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the ability to give or perceive				
consent to sexual activity				
Demonstrate communication	CHR.8.IC.1	Not yet	Will be covered in future	
skills that will support healthy			healthy relationships	
relationships			course	
Demonstrate strategies to	CHR.8.IC.2	Supports	Covered in <i>Consent</i>	Additional guidance in
communicate personal				Teaching Consent
boundaries and how to show				teacher courses
respect for the boundaries of				
others				
Describe strategies a student	CHR.8.SM.1	Not yet	Will be covered in future	
might use to end an unhealthy			healthy relationships	
relationship, including involving			course	
a trusted adult who can help				
Demonstrate strategies to use	CHR.8.SM.2	Not yet	Will be covered in future	
social media safely, legally, and			media course	
respectfully				
Describe what constitutes sexual	CHR.10.CC.2	Supports	Covered in Consent	Additional guidance in
consent, its importance, and				Teaching Consent
legal consequences of sexual				teacher courses
behavior without consent				
Explain the impact media,	CHR.10.CC.3	Not yet	Will be covered in future	
including sexually explicit media,			healthy relationships	
can have on one's perceptions			and media courses	
of, and expectations for, a				
healthy relationship				
Evaluate strategies to end an	CHR.10.INF.1	Not yet	Will be covered in future	
unhealthy relationship, including			healthy relationships	
when situations may require			course	
adult and/ or professional				
support				
Analyze the potentially positive	CHR.10.INF.2	Not yet	Will be covered in future	
and negative roles of technology			media course	
and social media on one's sense				
of self and within relationships				
Describe effective ways to	CHR.10.IC.1	Supports	Covered in <i>Consent</i>	Additional guidance in
communicate consent, personal				Teaching Consent
boundaries, and desires as they				teacher courses
relate to intimacy, pleasure, and				
sexual behavior				
Develop a plan to get out of an	CHR.10.DM.1,	Not yet	Will be covered in future	
unsafe or unhealthy relationship	CHR.10.GS.1		healthy relationships	
			course	
Demonstrate ways to show	CHR.10.SM.1	Supports	Covered in Consent	Additional guidance in
respect for the boundaries of				Teaching Consent
others as they relate to intimacy				teacher courses
and sexual behavior				
Describe the characteristics of	CHR.12.CC.1	Not yet	Will be covered in future	
unhealthy relationships that			healthy relationships	
media, including sexually explicit			and/or media course	



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media, may perpetuate (e.g.,				
inequality between partners,				
lack of communication and				
consent, strict gender				
stereotypes)				
Analyze how media portrayals of	CHR.12.INF.1	Not yet	Will be covered in future	
healthy and unhealthy		,	healthy relationships	
relationships impact societal			and/or media course	
norms about romantic and/ or			aa, cca.a cca.cc	
sexual relationships and				
pleasure*				
Analyze cultural and social	CHR.12.INF.2	Not yet		
factors (e.g., sexism,	CIIIV.12.IIVI .2	Not yet		
homophobia, transphobia,				
racism, ableism, classism) that can influence decisions				
regarding sexual behaviors	CUD 42 INF 2	Don't allo	large arts of a sure	A daliki a sa di assi da sa a a isa
Describe the potential impacts	CHR.12.INF.3	Partially	Impacts of power	Additional guidance in
of power and privilege within		supports	introduced in <i>Consent</i>	Teaching Consent and
romantic or sexual relationships			and <i>Human Trafficking</i>	Supporting Healthy
(e.g., age, race, ethnicity, sexual				Relationships teacher
orientation, gender, gender				courses
identity, socioeconomic status,				
immigration status, ability)				
Analyze the personal and	CHR.12.INF.4	Partially	Introduced in Consent	
societal factors that could keep		supports	and <i>Human Trafficking</i>	
someone from leaving an				
unhealthy relationship				
Apply a decision-making model	CHR.12.DM.1	Not yet	Will be covered in future	
to maintaining a healthy			healthy relationships	
relationship and/or ending an			course	
unhealthy relationship				
Evaluate strategies to use social	CHR.12.SM.1	Not yet	Will be covered in future	
media safely, legally, and			media course	
respectfully				
Interpersonal Violence				
Define interpersonal and sexual	IV.8.CC.1	Partially	Definitions covered in	Additional guidance in
violence (e.g., sexual		supports	Consent	Teaching Consent
harassment, sexual assault,				teacher course
incest, rape, domestic violence,				
coercion, and dating violence)				
and describe their impacts on				
sexual health				
Explain why a person who has	IV.8.CC.2,	Supports	Covered in <i>Consent</i> and	Additional guidance in
been sexually harassed, abused,	IV.10.CC.3		Human Trafficking	Teaching Consent and
or assaulted, or has been a	14.10.00.5		iidii iidjjickiiig	Teaching Human
victim of incest, rape, domestic				Trafficking teacher
violence, or dating violence is				courses
never to blame for the actions of				Courses
the perpetrator				
the perpetrator				



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Define sex trafficking, sexual exploitation, and gender-based violence	IV.8.CC.3	Partially supports	Covered in <i>Human Trafficking,</i> except gender-based violence	Additional guidance in Teaching Human Trafficking teacher
Describe strategies that sex traffickers/ exploiters employ to recruit youth	IV.8.INF.1	Supports	Covered in Human Trafficking	course
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.8.AI.1	Supports	Covered in <i>Consent</i> and <i>Human Trafficking</i>	
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.8.SM.1	Supports	Covered in <i>Consent</i> "Bystander intervention" section	Additional guidance in Teaching Consent teacher course
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.8.ADV.1	Supports	Tools introduced in Gender Identity and Sexual Orientation "How to be an ally" section	Additional guidance in Introduction to Effective Sex Education and Inclusive Sex Education teacher courses
Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)	IV.10.CC.1	Supports	Covered in <i>Consent</i>	Additional guidance in Teaching Consent, Teaching How to Access Services and Youth Rights and (for Californians) California Laws and Policies teacher courses
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.10.CC.2	Supports	Covered in <i>Consent</i>	Additional guidance in Teaching Consent and Teaching Human Trafficking teacher courses
Explain sex trafficking, including recruitment tactics that sex traffickers/ exploiters use to exploit vulnerabilities and recruit youth	IV.10.CC.4	Supports	Covered in Human Trafficking	



As of March 2022			
Demonstrate how to access	IV.10.AI.1	Supports	Covered in Consent and
credible sources of information			Human Trafficking
and resources for survivors of			
interpersonal violence, including			
sexual violence			
Identify credible resources	IV.10.AI.2	Supports	Covered in <i>Human</i>
related to sex trafficking and			Trafficking
sexual violence prevention and			
intervention			
Demonstrate ways to support a	IV.10.IC.1	Supports	Covered in Consent
fellow student who is being			"Bystander intervention"
sexually harassed or abused, or			section
is perpetuating unhealthy or			
coercive behaviors			
Identify ways to reduce risk in	IV.10.IC.2	Supports	Covered in <i>Human</i>
physical and digital settings			Trafficking
related to sex trafficking and			
other potentially harmful			
situations			
Analyze how peers, family,	IV.12.INF.1	Partially	Introduced in Consent
media, society, culture, and a		supports	
person's intersecting identities			
can influence attitudes and			
beliefs about interpersonal and			
sexual violence			
Advocate for school and	IV.12.ADV.1	Partially	Tools introduced in
community policies that		supports	Gender Identity and
promote safety, respect, and			Sexual Orientation "How
equity for all people (e.g., race,			to be an ally" section
ethnicity, socioeconomic status,			
differing abilities, immigration			
status, family configuration)	_		

