

## 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<sup>th</sup>-12<sup>th</sup>) 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
<b>Anatomy and Physiology</b>				
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 <i>Reproductive Anatomy and Physiology</i> . Intersex covered in <i>Gender Identity and Sexual Orientation</i> .	Additional guidance in <i>Teaching Reproductive Anatomy and Inclusive Sex Education</i> teacher courses
Describe the human sexual response cycle, including the role of hormones and pleasure	AP.12.CC.1	Not yet		
<b>Puberty and Adolescent Development</b>				
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 <i>Teaching Puberty</i>
Describe the cognitive, social, and emotional changes of adolescence and early adulthood	PD.10.CC.1	Supports	Covered in <i>Puberty</i>	



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Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self concept, body image, and self esteem	PD.10.INF.1	Partially supports	Introduced in <i>Puberty</i>	
<b>Gender Identity and Expression</b>				
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.8.INF.1	Partially supports	Introduced in <i>Gender Identity and Sexual Orientation</i> with self-assessment tool	Additional guidance in <i>Teaching Gender Identity and Sexual Orientation</i> and <i>Inclusive Sex Education</i> teacher courses
Access medically accurate sources of information about gender, gender identity, and gender expression	GI.8.AI.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i>	
Demonstrate ways to communicate respectfully with and about people of all gender identities	GI.8.IC.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i> in “How to be an ally”	
Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community	GI.8.ADV.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i> in “How to be an ally”	
Differentiate between sex assigned at birth, gender identity, and gender expression	GI.10.CC.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i> .	
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	GI.10.INF.1	Partially supports	Introduced in <i>Gender Identity and Sexual Orientation</i>	
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	GI.12.INF.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i> .	
Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities	GI.12.ADV.1	Supports	Covered in <i>Gender Identity and Sexual Orientation</i> in “How to be an ally”	



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

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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 <i>Pregnancy Prevention (including Abstinence)</i> and <i>How to Access Services</i>	Additional guidance in <i>Teaching Pregnancy Prevention</i> 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 <i>Pregnancy Prevention (including Abstinence)</i>	
Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption	SH.8.CC.4	Supports	Lightly covered in <i>Pregnancy Prevention (including Abstinence)</i> and in-depth in <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> 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 <i>Sexually Transmitted Infections</i>	Additional guidance in <i>Teaching Sexually Transmitted Infections</i> teacher course
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 <i>Sexually Transmitted Infections</i>	
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 <i>Pregnancy Prevention (including Abstinence)</i> and <i>Sexually Transmitted Infections</i>	
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 <i>Sexually Transmitted Infections</i>	
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 <i>Sexually Transmitted Infections</i>	
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 Access Services</i> . Detailed California information covered in <i>Understanding Your Rights in California</i>	Additional guidance in <i>Teaching How to Access Services and Youth Rights</i> and (for Californians) <i>California Laws and Policies</i> 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, Childbirth, Adoption and Abortion</i>	
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 <i>Sexually Transmitted Infections</i> . 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 <i>How to Access Services</i> and <i>Human Trafficking</i> . Detailed California information covered in <i>Understanding Your Rights in California</i>	Additional guidance in <i>Teaching How to Access Services and Youth Rights</i> and (for Californians) <i>California Laws and Policies</i> 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 <i>Pregnancy Prevention (including Abstinence)</i> and <i>How to Access Services</i>	Additional guidance in <i>Teaching Sexually Transmitted Infections</i> teacher course
Define prenatal care and identify medically accurate sources of information about prenatal care	SH.8.AI.2	Supports	Lightly covered in <i>Pregnancy Prevention (including Abstinence)</i> and in-depth in <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> 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 <i>Pregnancy Prevention (including Abstinence)</i> and <i>Sexually Transmitted Infections</i>	Additional guidance in <i>Teaching Sexually Transmitted Infections</i> and <i>Teaching Pregnancy Prevention</i> 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 <i>Pregnancy Prevention (including Abstinence)</i> and <i>Sexually Transmitted Infections</i>	Additional guidance in <i>Teaching Sexually Transmitted Infections</i> 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 <i>Pregnancy Prevention (including Abstinence)</i>	
Compare and contrast the advantages and disadvantages	SH.10.CC.1, SH.10.INF.1	Supports	Covered in <i>Pregnancy Prevention (including</i>	



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of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)			<i>Abstinence) and Sexually Transmitted Infections</i>	
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.10.CC.2	Supports	Covered in <i>Pregnancy Prevention (including Abstinence) and Sexually Transmitted Infections</i>	Additional guidance in <i>Teaching Sexually Transmitted Infections and Teaching Pregnancy Prevention</i> teacher courses
List the major milestones of each trimester of fetal development utilizing medically accurate information	SH.10.CC.4	Supports	Covered in <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> teacher course
Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities	SH.10.CC.5	Partially supports	Safe haven covered in <i>Understanding Your Rights in California</i>	
Define reproductive justice and explain its history and how it relates to sexual health	SH.10.CC.6, SH.12.CC.1	Not yet		
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.10.INF.2	Supports	Nationwide information lightly covered in <i>How to Access Services</i> . Detailed California information in <i>Understanding Your Rights in California</i> .	Additional guidance in <i>Teaching How to Access Services and Youth Rights</i> and (for Californians) <i>California Laws and Policies</i> teacher courses
Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)	SH.10.INF.3	Not yet	Will be covered in future media literacy course.	
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.10.AI.2	Supports	Covered in <i>Pregnancy Prevention (including Abstinence), Sexually Transmitted Infections and How to Access Services</i>	Additional guidance in <i>Teaching How to Access Services and Youth Rights</i> teacher course
Identify medically accurate sources of information about and local services that provide prevention, testing, care, and	SH.10.AI.3	Supports	Covered in <i>Pregnancy Prevention (including Abstinence), Sexually Transmitted Infections</i>	





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treatment of STDs, including HIV, including the steps to obtain PrEP and PEP			and <i>How to Access Services</i>	
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 <i>Sexually Transmitted Infections</i>	
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 <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> 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 <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> 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 <i>Teaching Consent, Teaching How to Access Services and Youth Rights</i> and (for Californians) <i>California Laws and Policies</i> 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 in-depth in <i>Pregnancy, Childbirth, Adoption and Abortion</i>	Additional guidance in <i>Teaching Pregnancy and Options</i> 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 <i>Pregnancy, Childbirth, Adoption and Abortion</i>	
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 Access Services</i>	Additional guidance in <i>Teaching How to Access Services and Youth Rights</i> teacher course
Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status	SH.12.SM.1	Not yet		
<b>Consent and Healthy Relationships</b>				
Compare and contrast the characteristics of healthy and unhealthy relationships	CHR.8.CC.1, CHR.10.CC.1	Supports	Introduced in <i>Consent</i> as a handout. Will be covered in-depth in future healthy relationships course.	Additional guidance in <i>Teaching Consent</i> and <i>Supporting Healthy Relationships</i> 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 <i>Consent</i> and <i>Human Trafficking</i>	Additional guidance in <i>Teaching Consent</i> 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 <i>Consent</i>	
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 <i>Consent</i>	
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 <i>Human Trafficking</i>	
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 <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher course





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the ability to give or perceive consent to sexual activity				
Demonstrate communication skills that will support healthy relationships	CHR.8.IC.1	Not yet	Will be covered in future healthy relationships course	
Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	CHR.8.IC.2	Supports	Covered in <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher courses
Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help	CHR.8.SM.1	Not yet	Will be covered in future healthy relationships course	
Demonstrate strategies to use social media safely, legally, and respectfully	CHR.8.SM.2	Not yet	Will be covered in future media course	
Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent	CHR.10.CC.2	Supports	Covered in <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher courses
Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship	CHR.10.CC.3	Not yet	Will be covered in future healthy relationships and media courses	
Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/ or professional support	CHR.10.INF.1	Not yet	Will be covered in future healthy relationships course	
Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships	CHR.10.INF.2	Not yet	Will be covered in future media course	
Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior	CHR.10.IC.1	Supports	Covered in <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher courses
Develop a plan to get out of an unsafe or unhealthy relationship	CHR.10.DM.1, CHR.10.GS.1	Not yet	Will be covered in future healthy relationships course	
Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior	CHR.10.SM.1	Supports	Covered in <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher courses
Describe the characteristics of unhealthy relationships that media, including sexually explicit	CHR.12.CC.1	Not yet	Will be covered in future healthy relationships 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 healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure*	CHR.12.INF.1	Not yet	Will be covered in future healthy relationships and/or media course	
Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors	CHR.12.INF.2	Not yet		
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)	CHR.12.INF.3	Partially supports	Impacts of power introduced in <i>Consent</i> and <i>Human Trafficking</i>	Additional guidance in <i>Teaching Consent</i> and <i>Supporting Healthy Relationships</i> teacher courses
Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship	CHR.12.INF.4	Partially supports	Introduced in <i>Consent</i> and <i>Human Trafficking</i>	
Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship	CHR.12.DM.1	Not yet	Will be covered in future healthy relationships course	
Evaluate strategies to use social media safely, legally, and respectfully	CHR.12.SM.1	Not yet	Will be covered in future media course	
<b>Interpersonal Violence</b>				
Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health	IV.8.CC.1	Partially supports	Definitions covered in <i>Consent</i>	Additional guidance in <i>Teaching Consent</i> teacher course
Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator	IV.8.CC.2, IV.10.CC.3	Supports	Covered in <i>Consent</i> and <i>Human Trafficking</i>	Additional guidance in <i>Teaching Consent</i> and <i>Teaching Human Trafficking</i> teacher courses



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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 <i>Teaching Human Trafficking</i> teacher course
Describe strategies that sex traffickers/ exploiters employ to recruit youth	IV.8.INF.1	Supports	Covered in <i>Human Trafficking</i>	
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 and 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 <i>Teaching Consent</i> 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 <i>Gender Identity and Sexual Orientation</i> “How to be an ally” section	Additional guidance in <i>Introduction to Effective Sex Education and Inclusive Sex Education</i> 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 <i>Teaching Consent</i> , <i>Teaching How to Access Services and Youth Rights</i> and (for Californians) <i>California Laws and Policies</i> 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 <i>Teaching Consent</i> and <i>Teaching Human Trafficking</i> 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 <i>Human Trafficking</i>	



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Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence	IV.10.AI.1	Supports	Covered in <i>Consent and Human Trafficking</i>	
Identify credible resources related to sex trafficking and sexual violence prevention and intervention	IV.10.AI.2	Supports	Covered in <i>Human Trafficking</i>	
Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors	IV.10.IC.1	Supports	Covered in <i>Consent</i> “Bystander intervention” section	
Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations	IV.10.IC.2	Supports	Covered in <i>Human Trafficking</i>	
Analyze how peers, family, media, society, culture, and a person’s intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence	IV.12.INF.1	Partially supports	Introduced in <i>Consent</i>	
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)	IV.12.ADV.1	Partially supports	Tools introduced in <i>Gender Identity and Sexual Orientation</i> “How to be an ally” section	

