

# Grade Level Content Expectations Aligned with National Sexuality Education Standards Grades K-2 (or insert other here)

## Strands 1-7

**Note:** The complete National Sex Ed Standards is available online at [www.futureofsexeducation.org](http://www.futureofsexeducation.org)

### By end of 2<sup>nd</sup> Grade

#### STRAND 1: ANATOMY & PHYSIOLOGY

All standards will be addressed in K-2 Health and Sexuality Education lessons

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
<b>AP.2.CC.1</b> Use proper names for body parts, including male and female anatomy	<input type="checkbox"/>			

#### STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
No items	<input type="checkbox"/>			

#### STRAND 3: IDENTITY

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
<b>ID.2.CC.1</b> Describe differences and similarities in how boys and girls may be expected to act	<input type="checkbox"/>			
<b>ID.2.INF.1</b> Provide examples of how friends, family, media,	<input type="checkbox"/>			

society and culture influence ways in which boys and girls think they should act				
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**STRAND 4: PREGNANCY AND REPRODUCTION**

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
<b>PR.2.CC.1</b> Explain that all living things reproduce	<input type="checkbox"/>			

**STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV**

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
No items	<input type="checkbox"/>			

**STRAND 6: HEALTHY RELATIONSHIPS**

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
<b>HR.2.CC.2</b> Describe the characteristics of a friend	<input type="checkbox"/>			
<b>HR.2.IC.2</b> Identify healthy ways for friends to express feelings to each other	<input type="checkbox"/>			

**STRAND 7: PERSONAL SAFETY**

*(Insert State Mandate link here)*

<b>National Standards Core Concepts</b>	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>

<p><b>PS.2.CC.1</b> Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched</p>	<input type="checkbox"/>			
<p><b>PS.2.AI.1</b> Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched</p>	<input type="checkbox"/>			
<p><b>PS.2.IC.1</b> Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable</p>	<input type="checkbox"/>			
<p><b>PS.2.SM.1</b> Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable</p>	<input type="checkbox"/>			
<p><b>PS.2.CC.2</b> Explain what bullying and teasing are</p>	<input type="checkbox"/>			
<p><b>PS.2.CC.3</b> Explain why bullying and teasing are wrong</p>	<input type="checkbox"/>			
<p><b>PS.2.AI.2</b> Identify parents and other trusted adults they can tell if they are being bullied or teased</p>	<input type="checkbox"/>			

<b>PS.2.IC.2</b> Demonstrate how to respond is someone is bullying of teasing them	<input type="checkbox"/>			
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