

1.B.3	Acknowledge that cognitive maturity is not fully reached until the late 20s; therefore, guidance from parents, family members or other trusted adults is beneficial and should be sought for healthy decision-making.	✓	✓	✓	✓	✓	✓	✓	✓
1.B.4	Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits or standards for personal behavior).	✓	✓	✓	✓	✓	✓	✓	✓
1.B.5	State that healthy decisions are not based primarily on emotions, but on accurate information, positive intentions and goals, in addition to advice and guidance from parents, family members and other trusted adults.		✓	✓	✓	✓	✓	✓	✓
1.B.6	Compare and contrast the positive and negative consequences, both short- and long-term, for self and others of common choices.	✓	✓		✓	✓	✓	✓	✓
1.B.7	Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.	✓	✓	✓	✓	✓	✓	✓	✓
1.B.8	Explain how abuse of alcohol, drugs and other substances negatively impacts healthy decision-making, problem-solving and refusal skills.	✓	✓	✓		✓		✓	✓
1.B.9	Describe positive and negative ways that media, social media and technology can influence decision-making.			✓	✓	✓	✓		✓
C. COMMITMENT AND GOAL SETTING									
1.C.1	Define and give examples of short- and long-term personal goals.	✓					✓	✓	✓
1.C.2	Describe the steps of setting and accomplishing goals including intentionality, gathering information, planning ahead, using time effectively and revising goals and strategies as needed.	✓			✓		✓	✓	✓
1.C.3	List character strengths that help individuals achieve goals, including hard work, determination, and grit/resilience.	✓	✓	✓	✓	✓	✓	✓	✓
1.C.4	Discuss how keeping promises and fulfilling responsibilities help develop the character strength of commitment.	✓	✓	✓	✓	✓	✓	✓	✓
1.C.5	Provide examples of delaying immediate or short-term gratification in order to achieve a more important future goal.	✓	✓	✓		✓	✓	✓	✓
1.C.6	Explain how good friends who bring out the best in each other achieve positive goals.	✓	✓	✓	✓	✓	✓	✓	✓
1.C.7	Analyze how setting and committing to personal boundaries help a person avoid unhealthy behaviors.	✓	✓	✓		✓	✓	✓	✓
1.C.8	Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage and family.	✓	✓	✓	✓	✓	✓	✓	✓
D. REFUSAL AND CESSATION SKILLS									
1.D.1	List the benefits of practicing self-control, such as delaying immediate gratification, resisting negative peer pressure and avoiding the risks of impulsive behaviors.	✓	✓	✓	✓	✓	✓	✓	✓
1.D.2	Cite examples of setting and articulating personal boundaries, including avoiding situations, people, places and things that can negatively influence decisions.	✓	✓	✓	✓	✓	✓	✓	✓
1.D.3	Give examples of how someone can stop unhealthy behaviors and replace them with healthy behaviors.		✓	✓	✓	✓	✓	✓	✓
1.D.4	Explain how positive peer pressure can help a person make healthy choices and encourage others to do the same.	✓	✓	✓	✓	✓	✓	✓	✓

1.D.5	Model resisting negative peer pressure and avoiding dangerous situations, including saying "no" assertively.	✓	✓	✓	✓	✓			✓
1.D.6	Elaborate on how connectedness to family, friends, and other supportive people can be helpful in making healthy decisions and stopping unhealthy behaviors.	✓	✓	✓	✓	✓	✓	✓	✓
1.D.7	List character strengths that help individuals resist or cease unhealthy behaviors, including courage, hard work, perseverance, self-control and self-respect.	✓	✓	✓	✓	✓	✓	✓	✓
Key Topic 2: Healthy Relationships									
A. FAMILY									
2.A.1	Identify factors that contribute to the success and legacy of the family, such as empathy, kindness, honesty, respect, trust, overcoming adversity, patience and forgiveness.						✓	✓	✓
2.A.2	Explain how healthy families typically share values, provide love and emotional support, set boundaries and limits, and help members achieve their full potential.	✓	✓		✓	✓	✓	✓	✓
2.A.3	Identify parents, family members and trusted adults with whom to discuss the life cycle, (i.e., birth, growing, aging, and death).	NA	NA	NA	NA	NA	NA	NA	NA
2.A.4	Explain the importance of relationships with parents, family members and trusted adults for guidance and support in discussing sexual topics.	✓	✓	✓	✓	✓	✓	✓	✓
2.A.5	Describe ways in which media, social media, and technology can both strengthen and threaten family relationships.				✓	✓	✓		
2.A.6	Discuss how those from difficult family backgrounds can make healthy decisions and achieve healthy marriages and families of their own in the future.					✓	✓	✓	
2.A.7	Report on research regarding family structure and how it contributes to optimal health and well-being of children, adults and communities.					✓	✓	✓	✓
2.A.8	Compile research on the negative effects of adverse childhood experiences (ACEs), such as emotional and physical abuse, and how they can be overcome.	NA	NA	NA	NA	NA	NA	NA	NA
B. FRIENDSHIPS									
2.B.1	List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience and forgiveness.					✓	✓	✓	
2.B.2	Identify benefits of healthy friendships and social supports for physical, intellectual, emotional, social and spiritual well-being, including encouragement to make healthy choices and achieve one's full potential.		✓			✓	✓	✓	
2.B.3	Demonstrate effective communication skills that will help make and sustain healthy friendships, including listening and using respectful language for sharing emotions and opinions.					✓	✓	✓	
2.B.4	Explain why good friends don't encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully or stigmatize.		✓			✓		✓	
2.B.5	Define and discuss positive strategies to address bullying, resolve conflict and provide positive peer support.	✓	✓	✓		✓	✓	✓	✓
2.B.6	Describe how character strengths practiced in friendships, such as honesty and respect, contribute to healthy dating relationships and healthy marriages in the future.		✓			✓	✓	✓	
C. DATING									
2.C.1	Explain why healthy friendships are the best foundation for romantic relationships.					✓	✓	✓	✓

4.A.5	Analyze why many sexually active adolescents wish they had waited to have sex and how they can choose to avoid nonmarital sexual activity going forward.		✓	✓			✓	✓	
4.A.6	Describe the value of setting, communicating and respecting boundaries in order to avoid sexual activity.	✓	✓	✓		✓	✓	✓	✓
4.A.7	Discuss refusal skills and behaviors that are required for avoiding nonmarital sexual activity, such as mutual respect, communication and assertiveness skills, impulse control, and the ability to maintain boundaries.	✓	✓	✓	✓	✓	✓	✓	✓
4.A.8	Explain how adolescent alcohol and illegal drug use increases vulnerability toward early sexual activity.		✓	✓	✓	✓		✓	✓
4.A.9	Present research on (1) the addictive nature of pornography and how it can be avoided or overcome, and (2) the negative impact viewing pornography can have on the brain and potentially on sexual behavior.				✓				
4.A.10	Review applicable state laws governing the age of sexual consent and how violating such laws can lead to serious legal consequences.	NA	NA	NA	NA	NA	NA	NA	NA
B. TEEN PREGNANCY									
4.B.1	Explain how avoiding sexual activity is the only 100% effective way to avoid teen pregnancy.		✓						✓
4.B.2	Discuss the emotional, social, educational and financial impact of teen pregnancy on teen parents and their children.		✓						✓
4.B.3	State why contraception, when used consistently and correctly, can reduce but not completely eliminate the risk of pregnancy or STDs/STIs.		✓	✓					✓
4.B.4	Describe different methods of contraception comparing their effectiveness, limitations, and potential side effects with typical human use.		✓	✓					
4.B.5	List the legal options for those facing a teen pregnancy and their associated challenges.		✓						
4.B.6	Investigate the rights and responsibilities of teen fathers, including legal, financial and relational aspects		✓	✓					
4.B.7	Explain how a parent, family member, or trusted adult can be a valuable resource and support for a teen facing an unplanned pregnancy.		✓						
4.B.8	Explain what is needed to help teens who face a pregnancy overcome challenges, plan for a positive future and accomplish personal goals		✓						✓
C. STDs/STIs									
4.C.1	State that avoiding sexual activity is the only 100% effective way to prevent STDs/STIs.			✓					✓
4.C.2	Define STDs/STIs as infections or illnesses transmitted through sexual activity that can have short- and long-term health consequences and, in some cases, be life-threatening.			✓					
4.C.3	List the major STDs/STIs, including HIV/AIDS, and describe their mode of transmission, symptoms, testing, and treatment.			✓					
4.C.4	Discuss how most STDs/STIs, when first contracted, are asymptomatic and can be spread unknowingly through sexual activity, and describe the associated health implications.			✓					
4.C.5	Explain the reasons why sexually active teens are at greater risk for STDs/STIs than adults, such as greater likelihood of more partners over a lifetime and biological vulnerability of young females.			✓					

4.C.6	Identify the potential negative health impact of STDs/STIs, including infertility, STD/STI-related cancer, mother-to-infant transmission, and emotional or relational distress.			✓					
4.C.7	Discuss reasons why rates of risk reduction, even with consistent and correct condom usage, vary for certain STDs/STIs, including whether they are transmitted by skin-to-skin contact or bodily fluid			✓					
4.C.8	Explain the limitations of condoms in reducing the risk of STDs/STIs, such as inconsistent or incorrect use, not covering infected areas, breaking or tearing, etc.			✓					
4.C.9	List other factors that may increase risk of contracting STDs/STIs, such as multiple partners, pre-existing STDs/STIs, alcohol or drug use, sexual abuse or violence.			✓		✓			
4.C.10	Identify STDs/STIs for which vaccinations or preventative medications are currently available, (e.g., HPV, Hepatitis B, HIV), and that require parental and/or medical consultation.			✓					
4.C.11	State the importance of seeking advice from parents, family members or trusted adults for adolescents considering or involved in sexual activity.	✓	✓	✓	✓	✓	✓	✓	✓
4.C.12	Explain the importance for sexually active teens of (1) regular STD/STI screening for sexually active teens, (2) understanding diagnostic and treatment limitations, (3) communicating with their partners regarding their STD/STI status, and (4) avoiding future sexual activity.			✓		✓	✓	✓	
D. EMOTIONAL RISKS									
4.D.1	Explain the emotional benefits of avoiding nonmarital sexual activity.	✓	✓	✓	✓	✓	✓	✓	✓
4.D.2	Articulate how the breakup of romantic relationships is frequently accompanied by strong feelings that can be amplified when sexual activity is involved.		✓		✓	✓		✓	
4.D.3	Explain how teen sexual activity can lead to significant emotional health consequences, such as disappointment, regret, depression, suicidal ideation and suicide.	✓	✓	✓	✓	✓	✓	✓	✓
4.D.4	State that condom and contraceptive use will not prevent the emotional consequences that can be associated with sexual activity			✓					✓
4.D.5	Identify other key relationships that can be negatively impacted when teens are involved in sexual activity, such as family, school and faith community connectedness.	✓	✓	✓	✓	✓	✓	✓	✓
4.D.6	State the importance of seeking support from a parent or trusted adult, or counselor if needed, for those who experience negative emotional consequences of sexual activity or related issues.	✓	✓	✓	✓	✓	✓	✓	✓
4.D.7	Explain that a person who has had nonmarital sexual activity can decide at anytime to avoid it, receive the physical and emotional benefits of that choice, and should not be shamed by others.	✓	✓	✓	✓	✓	✓	✓	✓
E. SEXUAL ABUSE									
4.E.1	State that all individuals have the right to not have another person look at, photograph, or touch the intimate/private areas of their bodies, and should not be forced to look at (in person or digitally) or touch another person's intimate/private areas.	NA	NA	NA	NA	NA	NA	NA	NA
4.E.2	Define sexual abuse as (1) any adult sexual contact with a minor below the legal age of consent, or (2) sexual contact between adults or minors involving coercion, threat, or force, or (3) taking advantage of an individual's inability or ignoring their unwillingness to give consent.				✓			✓	

4.E.3	Describe how imbalances of power within sexual relationships due to, for instance, age, position, status, and ability to give consent, could be potentially used in a sexually abusive way.				✓			✓	
4.E.4	List ways that different forms of sexual abuse (e.g., coercion, exploitation, sexual grooming, sex trafficking, transactions, oppression, harassment, and violence) can physically, mentally or emotionally harm a person.				✓			✓	
4.E.5	Discuss typical characteristics of sexual abusers that can include familiarity to one's circle of family or friends, insistence on secrecy, use of pornography, threats of harm, and their own history of being sexually abused.				✓			✓	
4.E.6	Affirm that anyone who has experienced sexual abuse is not at fault and is not to be blamed or shamed.				✓			✓	
4.E.7	Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, trusted adult, or local authority.				✓			✓	
4.E.8	Discuss situations and behaviors that increase one's vulnerability to sexual assault and abuse, such as alcohol and illegal drug use, unsafe environments, and not communicating or respecting boundaries.		✓		✓			✓	
4.E.9	Identify state and federal laws related to age of consent, sexting, sexual harassment, sexual assault, rape, and sex trafficking.	NA	NA	NA	NA	NA	NA	NA	NA
4.E.10	Identify harmful cultural messages conveyed in music, movies, print media, social media, sexting and pornography that objectify or sexualize people, normalize sexual violence and exploitation, encourage teenage sex, and ignore negative consequences.				✓	✓		✓	
4.E.11	Discuss potential negative consequences of sharing sexually explicit content (such as public embarrassment; bullying; exploitation; legal consequences; compromise of future college, career, or relationship opportunities).				✓			✓	
4.E.12	Identify the appropriate action to take when sexually explicit content is received, such as immediately informing a parent or trusted adult, and/or a school official.	✓	✓		✓			✓	
4.E.13	Explain how receiving payment or gifts for sex is harmful to a young person and can lead to physical violence and sex trafficking.	NA	NA	NA	NA	NA	NA	NA	NA
4.E.14	Identify trusted adults and professional resources to help those who have been sexually abused to heal physically, mentally and emotionally.	✓	✓		✓			✓	