National Sexuality Education Standards:

Gender Inclusivity and Sexual Orientation

Grades 3-5

|  |  |
| --- | --- |
| Indicator # | Indicator |
| GI.5.CC.1  | Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ |
| GI.5.CC.2  | Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity  |
| GI.5.CC.3 | Explain that gender expression and gender identity exist along a spectrum |
| GI.5.CC.4 | Describe gender-role stereotypes and their potential impact on self and others |
| 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.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 |
| SO.5.CC.1  | Define sexual orientation |
| SO.5.CC.2 | Differentiate between sexual orientation and gender identity  |
| SO.5.AI.1  | Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation |
| SO.5.ADV.1  | Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community |

Grades 6-8

|  |  |
| --- | --- |
| 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.8.AI.1 | Access medically accurate sources of information about gender, gender identity, and gender expression |
| GI.8.IC.1 | Demonstrate ways to communicate respectfully with and about people of all gender identities |
| GI.8.ADV.1 | 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 |
| SO.8.CC.1 | Recall the definition of sexual orientation and explain that most people have a sexual orientation |
| SO.8.CC.2 | Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual) |
| SO.8.INF.1 | Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation |
| SO.8.AI.1 | Access credible sources of information about sexual orientation |
| SO.8.IC.1 | Demonstrate ways to communicate respectfully with and about people of all sexual orientations |
| SO.8.ADV.1 | Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community |