

Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health</i> ©2018 to the National Sexuality Education Standards		
COMPETENCY		CORRELATING PAGES
Standard 1, Core Concepts —Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
AP.12.CC.1	Describe the human sexual response cycle, including the role hormones play.	737–740; 744 (#5); 754 (#8–11)
PD.12.CC.1	Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.	511; 737–738
ID.12.CC.1	Differentiate between biological sex, sexual orientation, and gender identity and expression.	747–751
ID.12.CC.2	Distinguish between sexual orientation, sexual behavior and sexual identity.	751–752
PR.12.CC.1	Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.	23; 385–387; 702–703; 706; 716–717
PR.12.CC.2	Define emergency contraception and describe its mechanism of action.	718–719; 731 (#24)
PR.12.CC.3	Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care).	654; 655; 657 (#25); 658 (#27)
PR.12.CC.4	Describe the signs of pregnancy.	609
PR.12.CC.5	Describe prenatal practices that can contribute to or threaten a healthy pregnancy.	611–616; 625 (#12–15)
PR.12.CC.6	Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting.	653; 655; 658 (#27)
SH.12.CC.1	Describe common symptoms of and treatments for STDs, including HIV.	388–396; 397–403; 404–405
SH.12.CC.2	Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.	23, 385–387; 406 (#30); 702; 704–706; 708–712; 714–719
SH.12.CC.3	Describe the laws related to sexual health care services, including STD and HIV testing and treatment.	401–403
HR.12.CC.1	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.	545; 546–550; 554 (#27–29); 567; 572; 576–578; 581
HR.12.CC.2	Describe a range of ways to express affection within healthy relationships.	546–549
HR.12.CC.3	Define sexual consent and explain its implications for sexual decision-making.	575 (Warm-Up Activity); 576–577
HR.12.CC.4	Evaluate the potentially positive and negative roles of technology and social media in relationships.	445; 477; 539–540; 543; 548; 555 (#38); 581
PS.12.CC.1	Compare and contrast situations and	565–569; 572; 576–583

	behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.	
PS.12.CC.2	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.	576–577; 578–580
PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong.	550; 565; 576
PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.	576; 580
Standard 2, Analyzing Influences —Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
PD.12.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image.	132 (Warm-Up Activity); 133–139
ID.12.INF.1	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.	135–136; 748–751; 752–753
PR.12.INF.1	Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.	548–549
PR.12.INF.2	Analyze internal and external influences on decisions about pregnancy options.	614–616; 701–702; 721; 723
PR.12.INF.3	Analyze factors that influence decisions about whether and when to become a parent.	700 (Warm-Up Activity); 701; 702–703
SH.12.INF.1	Analyze factors that may influence condom use and other safer sex decisions.	702–706; 707 (Before You Read); 708–712; 716–717
HR.12.INF.1	Explain how media can influence one’s beliefs about what constitutes a healthy sexual relationship.	548 (Health in the Media); 700 (Warm-Up Activity); 741 (Health in the Media); 743; 744 (Real World Health)
HR.12.INF.2	Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.	23; 298–299; 576–577; 579 (Skills for Health and Wellness)
PS.12.INF.1	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships.	385
PS.12.INF.2	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.	548 (Health in the Media); 586 (#29 and Hands-On Activity); 743
Standard 3, Accessing Information —Students will demonstrate the ability to access valid information and products and services to enhance health.		
PR.12.AI.1	Access medically-accurate information about contraceptive methods, including abstinence and condoms.	23; 385–387; 702–706; 708–712; 714–719
PR.12.AI.2	Access medically-accurate information and resources about emergency contraception.	718–719
PR.12.AI.3	Access medically-accurate information about pregnancy and pregnancy options.	600–601; 605 (Warm-Up Activity); 606–609; 610 (Warm-Up Activity); 611–616

PR.12.AI.4	Access medically-accurate information about prenatal care services.	610 (Warm-Up Activity); 611–616
SH.12.AI.1	Explain how to access local STD and HIV testing and treatment services.	384–385; 390; 391–392; 393; 394; 396; 403
SH.12.AI.2	Access medically-accurate prevention information about STDs, including HIV.	385–386; 398–399
HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships.	728–729
PS.12.AI.1	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.	565–566; 568–569
PS.12.AI.2	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.	567–568; 577–581
Standard 4, Interpersonal Communication —Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
PR.12.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.	387 (Real World Health); 549; 703 (Skills for Health and Wellness); 736 (Warm-Up Activity); 744 (Case Study)
SH.12.IC.1	Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.	385–386; 403 (Real World Health)
HR.12.IC.1	Demonstrate effective strategies to avoid or end an unhealthy relationship.	549–551
HR.12.IC.2	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.	387 (Real World Health); 549; 703 (Skills for Health and Wellness); 736 (Warm-Up Activity); 744 (Case Study)
PS.12.IC.1	Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault.	565–566; 567–569; 579–581; 583
PS.12.IC.2	Identify ways in which they could respond when someone else is being bullied or harassed.	580; 583; 586 (Hands-On Activity)
Standard 5, Decision-Making —Students will demonstrate the ability to use decision-making skills to enhance health.		
PD.12.DM.1	Apply a decision-making model to various situations relating to sexual health.	386 (Skills for Health and Wellness); 387 (Real World Health); 396 (Real World Health); 554 (#27 & 29); 583 (Real World Health); 712 (Real World Health)
PR.12.DM.1	Apply a decision-making model to choices about contraception, including abstinence and condoms.	386 (Skills for Health and Wellness); 387 (Real World Health); 396 (Real World Health); 712 (Real World Health)
PR.12.DM.2	Assess the skills and resources needed to become a parent.	616 (Real World Health); 626 (#21 & 22); 635 (Skills for Health and Wellness); 642 (Real World Health); 647 (Warm-Up Activity); 650 (Real World Health); 652–655; 658 (Hands-On Activity)
SH.12.DM.1	Apply a decision-making model to choices about safer sex practices, including abstinence	385–386; 406 (#28); 700 (Warm-Up Activity); 732 (#36)

	and condoms.	
Standard 6, Goal-Setting —Students will demonstrate the ability to use goal-setting skills to enhance health.		
SH.12.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV.	385–386; 387 (Real World Health); 393 (Case Study); 397 (Warm-Up Activity); 406 (#28–32)
Standard 7, Self Management —Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance.	441 (Research Project); 549; 551; 554 (#28; Hands-On Activity); 561 (Real World Health); 583 (Real World Health)
PR.12.SM.1	Describe the steps to using a condom correctly.	708–710
SH.12.SM.1	Analyze individual responsibility about testing for and informing partners about STDs and HIV status.	401–402; 403 (Real World Health)
SH.12.SM.2	Describe the steps to using a condom correctly.	708–710
HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.	387 (Real World Health); 403 (Real World Health); 703 (Skills for Health and Wellness)
HR.12.SM.2	Describe strategies to use social media safely, legally and respectfully.	445 (Health in the Media); 477 (Health in the Media); 566; 583
Standard 8, Advocacy —Students will demonstrate the ability to advocate for personal, family and community health.		
ID.12.ADV.1	Advocate for school policies and programs that promote dignity and respect for all.	406 (#30); 441 (Research Project); 470 (#24 & Hands-On Activity); 554 (#29); 586 (#30); 756 (#41)
SH.12.ADV.1	Advocate for sexually active youth to get STD/HIV testing and treatment.	391 (Research in Action); 400–401
PS.12.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.	554 (#28 & 29); 586 (#30); 756 (#41)