Correlation to the First Edition of the National Sexuality Education Standards

Goodheart-Willcox Publisher Correlation of Comprehensive Health Skills for Middle School ©2021 to the First Edition of the National Sexuality Education Standards (Grades 6–8)

	COMPETENCY	CORRELATING PAGES		
Standard 1	1: Core Concepts—Students will comprehend			
disease prevention to enhance health.				
AP.8.CC.1	Describe male and female sexual and	551–553, 555, 580–581		
	reproductive systems including body parts and			
	their functions.			
PD.8.CC.1	Describe the physical, social, cognitive and	564–568, 571, 580–581, 619–622, 626, 636		
	emotional changes of adolescence.			
ID.8.CC.1	Differentiate between gender identity, gender	611–615, 617, 636		
	expression, and sexual orientation.			
ID.8.CC.2	Explain the range of gender roles.	611, 637		
PR.8.CC.1	Define sexual intercourse and its relationship to	553, 585		
	human reproduction.	540		
PR.8.CC.2	Define sexual abstinence as it relates to	643		
PR.8.CC.3	pregnancy prevention. Explain the health benefits, risks, and	643–651		
PR.o.CC.5	effectiveness rates of various methods of	043-031		
	contraception, including abstinence and			
	condoms.			
PR.8.CC.4	Define emergency contraception and its use.	650		
PR.8.CC.5	Describe the signs and symptoms of a	554–555		
	pregnancy.			
PR.8.CC.6	Identify prenatal practices that can contribute	655		
	to a healthy pregnancy.			
SH.8.CC.1	Define STDs, including HIV, and how they are	585–589, 595–596		
	and are not transmitted.			
SH.8.CC.2	Compare and contrast behaviors, including	585, 589–591, 596		
	abstinence, to determine the potential risk of			
	STD/HIV transmission from each.	F05 F00 F05 F05		
SH.8.CC.3	Describe the signs, symptoms, and potential impacts of STDs, including HIV.	585–589, 596–597		
HR.8.CC.1	Compare and contrast the characteristics of	476–477, 506, 512–513		
HK.O.CC.1	healthy and unhealthy relationships.	470-477, 300, 312-313		
HR.8.CC.2	Describe the potential impacts of power	506, 518		
	differences such as age, status, or position	333, 323		
	within relationships.			
HR.8.CC.3	Analyze the similarities and differences	497–498, 506–508		
	between friendships and romantic			
	relationships.			
HR.8.CC.4	Describe a range of ways people express	492–494, 498–499, 507–508, 513, 637		
	affection within various types of relationships.			

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	COMPETENCY	CORRELATING PAGES
HR.8.CC.5	Describe the advantages and disadvantages of	420–423, 483
	communicating using technology and social	
	media.	
PS.8.CC.1	Describe situations and behaviors that	518-519, 522, 528-530, 629-631, 634, 636
	constitute bullying, sexual harassment, sexual	
	abuse, sexual assault, incest, rape, and dating	
	violence.	
PS.8.CC.2	Discuss the impacts of bullying, sexual	520, 522, 529–530, 629, 631–632, 634, 636
	harassment, sexual abuse, sexual assault,	
	incest, rape, and dating violence and why they	
	are wrong.	
PS.8.CC.3	Explain that no one has the right to touch	477, 628, 633–634, 636
	anyone else in a sexual manner if they do not	
	want to be touched.	
PS.8.CC.4	Explain why a person who has been raped or	628, 632–634
	sexually assaulted is not at fault.	
Standard	2: Analyzing Influences—Students will analyz	
	technology and other factors on	
PD.8.INF.1	Analyze how friends, family, media society, and	134, 229–232
	culture can influence self-concept and body	
	image.	
ID.8.INF.1	Analyze external influences that have an impact	611–615, 626, 637
	on one's attitudes about gender, sexual	
	orientation, and gender identity.	2.0 2.1 2.2 2.2 2.2 2.2 2.2 2.2
PR.8.INF.1	Examine how alcohol and other substances,	316, 344, 569–570, 590, 624–626, 654, 661
	friends, family, media, society, and culture	
	influence decisions about engaging in sexual	
SH.8.INF.1	behavior. Analyze the impact of alcohol and other drugs	216 244 500 626 622 654
2H.9.INF.1	on safer sexual decision-making and sexual	316, 344, 590, 626, 633, 654
	behaviors.	
HR.8.INF.1	Analyze the ways in which friends, family,	18–19, 21, 613–614, 626, 661
1111.0.1141 .1	media, society, and culture can influence	10 13, 21, 013 014, 020, 001
	relationships.	
HR.8.INF.2	Analyze the impact of technology and social	18, 483, 498, 626, 661
	media on friendships and relationships.	25, 155, 155, 625, 662
Standard 3:	Accessing Information—Students will demons	strate the ability to access valid information
	and products and services to	· · · · · · · · · · · · · · · · · · ·
AP.8.AI.1	Identify accurate and credible sources of	26–29, 637
	information about sexual health.	-,
PD.8.AI.1	Identify medically-accurate sources of	26–29, 637
	information about puberty, adolescent	-,
	development, and sexuality.	
ID.8.AI.1	Access accurate information about gender	26–29, 637
	identity, gender expression, and sexual	·
	orientation.	
PR.8.AI.1	Identify medically-accurate resources about	26–29, 643–651
	pregnancy prevention and reproductive health	
	care.	

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COMPETENCY CORRELATING PAGES						
emergency contraception. Identify medically-accurate sources of pregnancy-related information and support, including pregnancy options, safe surrender policies, and prenatal care. SH.B.A.I.1 Identify including HIV. SH.B.A.I.2 Identify medically-accurate information about STDs, including HIV. SH.B.A.I.3 Identify cold STD and HIV testing and treatment resources. PS.B.A.I.1 Identify cold STD and HIV testing and treatment resources. Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused, or assaulted. Standard 4: Interpersonal Communication—Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ID.B.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations. PR.B.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. PR.B.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception, including abstinence and condoms. SH.B.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. HR.B.IC.2 Demonstrate communication skills that foster healthy relationships. HR.B.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. HR.B.IC.3 Demonstrate effective kills to negotiate agreements about the use of technology in relationships. PS.B.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse, or assault. Standard 5: Decision-Making—Students will demonstrate the ability to use decision-making skills to enhance health. PD.B.D.M.1 Demonstrate the use of a decision-making model to various 23–24, 656–658		COMPETENCY	CORRELATING PAGES			
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(Continued)

COMPETENCY		CORRELATING PAGES			
Standard 6: Goal-Setting—Students will demonstrate the ability to use goal-setting skills					
to enhance health.					
SH.8.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV.	590–591			
HR.8.GS.1	Develop a plan to stay safe when using social media.	420–423, 483			
Standard 7	Standard 7: Self-Management—Students will demonstrate the ability to practice health-enhancing				
behaviors and avoid or reduce health risks.					
PR.8.SM.1	Describe the steps to using a condom correctly.	590–591, 646			
SH.8.SM.1	Describe the steps to using a condom correctly.	590–591, 646			
HR.8.SM.1	Explain the criteria for evaluating the health of a relationship.	476–477, 487, 512–513			
HR.8.SM.2	Describe strategies to use social media safely, legally, and respectfully.	420–423, 483			
PS.8.SM.1	Describe ways to treat others with dignity and respect.	185, 420–421, 478–487			
PS.8.SM.1	Demonstrate ways they can respond when someone is being bullied or harassed.	518–525, 545, 630, 634			
Standard 8: Advocacy—Students will demonstrate the ability to advocate for personal, family, and					
	community healt	th.			
ID.8.ADV.1	Develop a plan to promote dignity and respect	185, 420–421, 525, 545			
	for all people in the school community.				
PS.8.ADV.1	Advocate for safe environments that encourage	185, 420–421, 538, 542, 545, 616			
	dignified and respectful treatment of everyone.				