

Correlation to the First Edition of the National Sexuality Education Standards

Goodheart-Willcox Publisher		
Correlation of <i>Comprehensive Health Skills for Middle School</i> ©2021 to the First Edition of the National Sexuality Education Standards (Grades 6–8)		
COMPETENCY		CORRELATING PAGES
Standard 1: Core Concepts—Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions.	551–553, 555, 580–581
PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence.	564–568, 571, 580–581, 619–622, 626, 636
ID.8.CC.1	Differentiate between gender identity, gender expression, and sexual orientation.	611–615, 617, 636
ID.8.CC.2	Explain the range of gender roles.	611, 637
PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction.	553, 585
PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention.	643
PR.8.CC.3	Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.	643–651
PR.8.CC.4	Define emergency contraception and its use.	650
PR.8.CC.5	Describe the signs and symptoms of a pregnancy.	554–555
PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy.	655
SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted.	585–589, 595–596
SH.8.CC.2	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.	585, 589–591, 596
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 healthy and unhealthy relationships.	476–477, 506, 512–513
HR.8.CC.2	Describe the potential impacts of power differences such as age, status, or position within relationships.	506, 518
HR.8.CC.3	Analyze the similarities and differences between friendships and romantic relationships.	497–498, 506–508
HR.8.CC.4	Describe a range of ways people express affection within various types of relationships.	492–494, 498–499, 507–508, 513, 637

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

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COMPETENCY		CORRELATING PAGES
PR.8.AI.2	Identify medically-accurate information about emergency contraception.	26–29, 637, 650
PR.8.AI.3	Identify medically-accurate sources of pregnancy-related information and support, including pregnancy options, safe surrender policies, and prenatal care.	26–29, 637, 651–652
SH.8.AI.1	Identify medically-accurate information about STDs, including HIV.	26–29, 592
SH.8.AI.2	Identify local STD and HIV testing and treatment resources.	592, 597–599
PS.8.AI.1	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.	630, 633–634
Standard 4: Interpersonal Communication—Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations.	478–483, 512–513, 637
PR.8.IC.1	Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors.	25, 478–483, 512–513, 590, 637, 661
PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception, including abstinence and condoms.	25, 478–487, 512–513, 589–591, 661
SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.	25, 478–483, 512–513, 589–591, 661
HR.8.IC.1	Demonstrate communication skills that foster healthy relationships.	478–483, 512–513
HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	25, 477–483, 508, 512–513
HR.8.IC.3	Demonstrate effective skills to negotiate agreements about the use of technology in relationships.	478–487, 512–513
PS.8.IC.1	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse, or assault.	478–483, 512–513, 630, 633–634
Standard 5: Decision-Making—Students will demonstrate the ability to use decision-making skills to enhance health.		
PD.8.DM.1	Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.	23–24, 656–658
PR.8.DM.1	Apply a decision-making model to various sexual health decisions.	23–24, 656–658

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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: 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 health.		
ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community.	185, 420–421, 525, 545
PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.	185, 420–421, 538, 542, 545, 616