

Correlation to the Second Edition* of the National Sexuality Education Standards

(*Note: The Second Edition of the National Sexuality Education Standards were released in 2020)

Goodheart-Willcox Publisher		
Correlation of <i>Comprehensive Health Skills for Middle School</i> ©2021 to the Second 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.		
CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships.	476–477, 487 (#1), 506–507, 510 (#2 and Hands-On Activity), 512 (#1 and 10), 513 (#14 and 17)
CHR.8.CC.2	Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships.	506–507, 510 (Hands-On Activity), 518
CHR.8.CC.3	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.	497–498, 506–507, 513 (#17), 622–623
CHR.8.CC.4	Define sexual consent and sexual agency.	628–629, 634 (#1), 636 (#9)
AP.8.CC.1	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises).	551–553, 555 (#2 and Hands-On Activity), 580 (#1), 581 (#15), 610, 636 (#2)
SO.8.CC.1	Recall the definition of sexual orientation and explain that most people have a sexual orientation.	614–615
SO.8.CC.2	Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, twospirit, asexual, pansexual).	614–615, 617 (#4)
SH.8.CC.1	Define vaginal, oral, and anal sex.	553, 555 (Hands-On Activity), 585
SH.8.CC.2	Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.	643–651, 661 (#21)
SH.8.CC.3	List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal).	643–647, 649–650, 652 (#1–2 and 4), 660 (#2 and 6), 661 (#18)
SH.8.CC.4	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.	553, 651–652, 660 (#8)
SH.8.CC.5	Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted.	585–589, 593 (#1 and 3), 595–596, 600 (#2), 602 (#2, 4, and 8)

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COMPETENCY		CORRELATING PAGES
SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV).	585–589, 593 (#2), 596–597, 600 (#3 and Hands-On Activity), 602 (#3 and 9), 603 (#15 and 18)
SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission.	589–591, 593 (#4), 599, 603 (#19)
SH.8.CC.8	Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).	589, 599–600, 602 (#12)
SH.8.CC.9	Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition.	595, 599, 600 (Hands-On Activity), 602 (#10)
SH.8.CC.10	Describe the state and federal laws related to minors’ access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment.	592 (Building Your Skills)
SH.8.CC.11	Define racism and intersectionality and describe their impacts on sexual health.	611, 613, 616–617
SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one’s body image and self-esteem.	421, 423, 426 (#5), 622, 629
IV.8.CC.1	Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health.	529–530, 535 (#2), 629–634, 634 (#3), 636 (#11)
IV.8.CC.2	Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator.	529, 544 (#12), 628
IV.8.CC.3	Define sex trafficking, sexual exploitation, and gender-based violence.	539, 544 (#10)
Standard 2: Analyzing Influences—Students will analyze the influence of peers, culture, media, technology and other factors on health behaviors.		
CHR.8.INF.1	Analyze how peers, family, media, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about relationships.	624, 661 (#16 and 20)
CHR.8.INF.2	Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication).	420–423, 426 (#5), 441 (#20), 483, 499, 504 (#4), 624, 626 (#5)
CHR.8.INF.3	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity.	137, 161 (#16), 311, 344, 628, 636 (#9)

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COMPETENCY		CORRELATING PAGES
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.	611, 613–614, 616–617, 637 (#16–17)
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.	615–617, 637 (#17)
SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making.	311, 344, 628, 634 (#4), 636 (#9)
SH.8.INF.2	Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking.	421, 423, 539, 628, 636 (#9), 652
IV.8.INF.1	Describe strategies that sex traffickers/exploiters employ to recruit youth.	539, 544 (#10)
Standard 3: Accessing Information—Students will demonstrate the ability to access valid information and products and services to enhance health.		
PD.8.AI.1	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.	26–29, 581 (#19), 637 (#21), 641, 643
GI.8.AI.1	Access medically accurate sources of information about gender, gender identity, and gender expression.	26–29, 637 (#21)
SO.8.AI.1	Access credible sources of information about sexual orientation.	26–29, 637 (#21)
SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources.	26–29, 592 (Building Your Skills), 603 (#23)
SH.8.AI.2	Define prenatal care and identify medically accurate sources of information about prenatal care.	26–29, 558–559, 655–656
IV.8.AI.1	Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.	521, 524, 533–535, 538, 540, 545 (#23), 634
Standard 4: Interpersonal Communication—Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships.	478–483, 487 (#3, 5, and Hands-On Activity), 512 (#2), 513 (#15)
CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.	477, 507–508

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COMPETENCY		CORRELATING PAGES
GI.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all gender identities.	478–483, 616 (Building Your Skills), 617 (Hands-On Activity)
SO.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations	478–483, 616 (Building Your Skills), 617 (Hands-On Activity)
SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV).	508, 526–527, 622–626, 657–658
Standard 5: Decision-Making—Students will demonstrate the ability to use decision-making skills to enhance health.		
SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors.	622–623, 626 (#3), 657–658, 661 (#17)
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 of unintended pregnancy and STDs (including HIV).	656 (Building Your Skills), 657–658
Standard 7: Self-Management—Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.	477, 509–510, 513 (#21)
CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully.	420–423, 426 (#2 and 5), 441 (#18 and 20)
SH.8.SM.1	Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams).	643–647, 660 (#3)
IV.8.SM.1	Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors.	521, 524, 533–534, 540, 545 (#22), 630
Standard 8: Advocacy—Students will demonstrate the ability to advocate for personal, family, and community health.		
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.	616 (Building Your Skills), 617 (Hands-On Activity)
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.	616 (Building Your Skills), 617 (Hands-On Activity)
IV.8.ADV.1	Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).	525–526, 533, 542, 616 (Building Your Skills)