

Goodheart–Willcox Publisher
 Correlation of *Comprehensive Health Skills* ©2021
 to the National Sex Education Standards, Second Edition
 (Grades 9–10)

STANDARDS		CORRELATING PAGES
Consent and Healthy Relationships		
CHR.10.CC.1	Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships	471–476, 476 (2–6), 495–497, 499, 501, 502 (5–7), 511 (8, 10), 512 (1–3)
CHR.10.CC.2	Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent	474, 528–531, 536 (1), 558 (7)
CHR.10.CC.3	Explain the impact media, including sexually explicit media, can have on one’s perceptions of, and expectations for, a healthy relationship	475 (Health in the Media), 535 (Health in the Media), 686 (Health in the Media), 814–815, 816 (Health in the Media), 827 (Health in the Media), Chapter 14 Instructor Resources (Skill Development: Analyzing Influences: Song Analysis)
CHR.10.INF.1	Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support	467 (Health Management Plan), 500–502, 502 (8), 512 (10)
CHR.10.INF.2	Analyze the potentially positive and negative roles of technology and social media on one’s sense of self and within relationships	107–108, 125, 127 (4), 159 (Health in the Media), 475 (Health in the Media), 535 (Health in the Media), 686 (Health in the Media), 814–815, 816 (Health in the Media), 827 (Health in the Media)
CHR.10.INF.3	Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent	123, 299, 400–401, 405, 433, 441, 528–529, 536 (6), 558 (7)
CHR.10.IC.1	Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior	474, 499–500, 502 (4), 506–507, 509 (Skill for Health and Wellness), 512 (13), 528–529, 818–819
CHR.10.DM.1	Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important	499, 513 (Hands-On Skills Activity)
CHR.10.GS.1	Develop a plan to get out of an unsafe or unhealthy relationship	467 (Health Management Plan), 500–502, 512 (10), 545–555, 559 (20)
CHR.10.SM.1	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior	472–474, 497, 499–500, 502 (6), 507, 512 (1–2), 532–533
Anatomy and Physiology		
AP.10.CC.1	Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex)	736–738, 740 (1–2, 5), 741–744, 749 (1–3, 7), 803, 812–813, 821 (3, 9)
Puberty and Adolescent Sexual Development		
PD.10.CC.1	Describe the cognitive, social, and emotional changes of adolescence and early adulthood	784–786, 787 (5, 7), 788–790, 795 (2), 798 (9, 16)
PD.10.INF.1	Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem	115–116, 120 (8), 123, 125, 127 (3–4, 8), 137 (9), 138 (6), 139 (Hands-On Skills Activity), 298–306, 306 (2–5, 7–8), 324 (7), Chapter 9 Instructor Resources (Skill Development: Analyzing Influences: Analyzing Media Messages)

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STANDARDS		CORRELATING PAGES
Gender Identity and Expression		
GI.10.CC.1	Differentiate between sex assigned at birth, gender identity, and gender expression	114–115, 120 (3, 7), 803–805, 822 (8)
GI.10.INF.1	Analyze how media, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression	115, 120 (Real World Health Skills), 138 (6), 804–805, 822 (17), Chapter 23 Instructor Resources (Handout: Gender Stereotypes and Careers)
Sexual Orientation and Identity		
SO.10.CC.1	Differentiate between sexual orientation, sexual behavior, and sexual identity	115, 806–807, 820 (1)
SO.10.INF.1	Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity	807–809, 810 (5, 8), 822 (6)
SO.10.AI.1	Access credible sources of information about sexual orientation	809 (Research in Action), 823 (20)
Sexual Health		
SH.10.CC.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)	684–687, 688 (1–2), 694, 695 (6), 758–759, 765 (1, 8), 832–851, 853 (6), 854 (4, 7, 9, 11), 855 (20)
SH.10.CC.2	Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex	698 (5, 7, 9, 14), Chapter 19 Instructor Resources (STI Quick Reference Guide)
SH.10.CC.3	Describe common symptoms, or lack thereof, and treatments for STDs, including HIV	676–681, 682 (2, 4), 690–691, 695 (2), 698 (4)
SH.10.CC.4	List the major milestones of each trimester of fetal development utilizing medically accurate information	752–754, 757 (2)
SH.10.CC.5	Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities	760–763, 765 (9, Real World Health Skills), 768 (15), 854 (13)
SH.10.CC.6	Define reproductive justice and explain its history and how it relates to sexual health	841 (Local and Global Health)
SH.10.INF.1	Describe the impact of racism and inequality on sexual health	66 (11), 698 (7, 14–15), Chapter 24 Instructor Resources (Teacher-Directed Activity: Choosing Contraception)
SH.10.INF.2	Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment)	53, 56 (3), 687, 693, 698 (10), 748 (Skills for Health and Wellness), 854 (13), Chapter 2 Instructor Resources (Parent/Trusted Adult Engagement Assignment: Minors’ Rights Regarding Healthcare)
SH.10.INF.3	Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)	590–591, 591 (5)
SH.10.AI.1	Demonstrate the ability to determine whether a resource or service is medically accurate or credible	42, 44–46, 49 (2, 7), 65 (5), 66 (5, 15), 67 (19), 748 (Skills for Health and Wellness), 822 (15), 828, 831 (Skills for Health and Wellness), 854 (1)

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STANDARDS		CORRELATING PAGES
SH.10.AI.2	Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care)	748 (Skills for Health and Wellness), 760–763, 765 (Real World Health Skills), 768 (15), 828, 831 (Skills for Health and Wellness), 845 (Real World Health Skills), Chapter 24 Instructor Resources (Skill Development: Accessing Products and Services: Access to Contraception)
SH.10.AI.3	Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP	679 (Research in Action), 686–688, 692–695, 695 (11), 698 (6, 8, 10, 15)
SH.10.IC.1	Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting tested, and seeking treatment for STDs (including HIV)	500, 502 (4), 506–508, 509 (Skills for Health and Wellness), 512 (13), 679 (Research in Action), 685, 686 (Health in the Media), 695 (Real World Health Skills), 698 (16), 818–819, 827 (Media Messages About Contraception)
SH.10.DM.1	Apply a decision-making model to choices about contraceptive use, including abstinence and condoms	509 (Real World Health Skills), 513 (17), 688 (Real World Health Skills), 817 (Skills for Health and Wellness), 818–819, 822 (16), Chapter 24 Instructor Resources (Performance Assessment: Comprehending Concepts: What Should They Do?)
SH.10.GS.1	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention	507–508, 509 (Skills for Health and Wellness), 688 (Real World Health Skills), 699 (19), 758 (Warm-Up Activity), 823 (Hands-On Skills Activity), 855 (18)
SH.10.GS.2	Describe the steps for how a person living with HIV can remain healthy	693–694, 695 (5)
SH.10.SM.1	Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)	685–687, 694, 835–836, 838 (3, Real World Health Skills), 854 (5)
Interpersonal Violence		
IV.10.CC.1	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)	529–532, 534, 536 (6), 540, 545, 546 (Real World Health Skills), 557 (5)
IV.10.CC.2	Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence	538–543, 546 (1–4, 6), 557 (9)
IV.10.CC.3	Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator	529–530, 532, 534, 536 (9), 539–540, 544, 558 (9)
IV.10.CC.4	Explain sex trafficking, including recruitment tactics that sex traffickers/ exploiters use to exploit vulnerabilities and recruit youth	550, 551 (Local and Global Health), 552, 558 (15)
IV.10.AI.1	Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence	521, 523 (Skills for Health and Wellness), 524, 526 (Real World Health Skills), 530, 534–535, 546, 551 (Local and Global Health), 559 (20)
IV.10.AI.2	Identify credible resources related to sex trafficking and sexual violence prevention and intervention	526 (Real World Health Skills), 530, 532, 544–545, 546 (5), 551 (Local and Global Health), 552, 558 (15), 559 (20)
IV.10.IC.1	Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors	523 (Skills for Health and Wellness), 530–532, 536 (3, 8), 544–545, 546 (5), 552
IV.10.IC.2	Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations	533–534, 544, 552, 558 (15), 584–585, 590–591, 591 (3, 8), 606 (16)

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STANDARDS		CORRELATING PAGES
Consent and Healthy Relationships		
CHR.12.CC.1	Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes)	475 (Health in the Media), 535 (Health in the Media), 588, 591 (10), 686 (Health in the Media), 814–815, 816 (Health in the Media), 827 (Health in the Media)
CHR.12.INF.1	Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure	475 (Health in the Media), 535 (Health in the Media), 686 (Health in the Media), 814–815, 816 (Health in the Media), 827 (Health in the Media)
CHR.12.INF.2	Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors	535 (Health in the Media), 768 (14), 807–808, 810 (5, 8), 813–815, 819 (2, 6), 822 (14)
CHR.12.INF.3	Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability)	497, 502 (7), 517, 535 (Health in the Media), 550, 552
CHR.12.INF.4	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship	539–540, 546 (6), 559 (20)
CHR.12.DM.1	Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship	500–502, 509 (Skills for Health and Wellness), 817 (Skills for Health and Wellness), Chapter 14 Instructor Resources (Skill Development: Decision-Making: Dating Boundaries)
CHR.12.SM.1	Evaluate strategies to use social media safely, legally, and respectfully	78–79, 96 (4), 582–591, 591 (2–5, 7, 9), 606 (9–10, 16)
Anatomy and Physiology		
AP.12.CC.1	Describe the human sexual response cycle, including the role of hormones and pleasure	812–813, 819 (1), 821 (9)
Gender Identity and Expression		
GI.12.INF.1	Explain how support from peers, families, schools, and communities can improve a person’s health and wellbeing as it relates to gender identity and gender expression	120 (Real World Health Skills), 807–810, 810 (8, Real World Health Skills), 822 (3–4, 6–7, 17)
GI.12.ADV.1	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities	775, 808, 810, 822 (3), 823 (20)
Sexual Orientation and Identity		
SO.12.INF.1	Explain how support from peers, families, schools, and communities can improve a person’s health and well-being as it relates to sexual orientation and sexual identity	807–810, 810 (5, 8), 822 (3–4, 6–7, 17)

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STANDARDS		CORRELATING PAGES
SO.12.ADV.1	Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations	775, 808, 810, 822 (3), 823 (20)
Sexual Health		
SH.12.CC.1	Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	658, 681–682, 682 (8), 694–695, 695 (11)
SH.12.CC.2	Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression	693–694, 695 (5)
SH.12.INF.1	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption	760–763, 765 (10), 768 (9, 14)
SH.12.INF.2	Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	830–832, 832 (4)
SH.12.INF.3	Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment	693, 695 (10), 698 (10), 764, 768 (12), Chapter 24 Instructor Resources (Teacher-Directed Activity: Choosing Contraception)
SH.12.INF.4	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media	528, 536 (6), 590–591, 591 (5)
SH.12.INF.5	Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities	66 (11), 698 (7, 15), Chapter 24 Instructor Resources (Teacher-Directed Activity: Choosing Contraception)
SH.12.AI.1	Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption	760–763, 765 (Real World Health Skills), 768 (15)
SH.12.IC.1	Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations	512 (13), 686 (Health in the Media), 695 (Real World Health Skills), 818–819, Chapter 24 Instructor Resources (Skill Development: Interpersonal Communication: Tough Conversations)
SH.12.DM.1	Assess the skills needed to be an effective parent	760, 765 (7), Chapter 21 Instructor Resources (Handout: Parenting License)
SH.12.GS.1	Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access	686–688, 692–695, 695 (8, 11), 698 (10, 15), 748 (Skills for Health and Wellness), 835–838, 840–845, 850–851, 854 (13)
SH.12.SM.1	Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status	687, 688 (3), 693, 695 (9)
Interpersonal Violence		
IV.12.INF.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence	535 (Health in the Media), 558 (9)
IV.12.ADV.1	Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration)	159, 160 (9), 693, 695 (10), 698 (10), 775, 776 (7, Real World Health Skills), 807–810, 810 (8), 822 (3)