



Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health Skills for Middle School</i> ©2019 to the National Sexuality Education Standards (Grades 6-8)		
STANDARDS		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.	531–535, 545, 547, 548, 552, 558, 561, 562, 563, 568, 597, 598, 617-620, 634
PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence.	472, 477, 492, 545–552, 561, 562, 563, 617-620
ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation.	605–615, 635
ID.8.CC.2	Explain the range of gender roles.	609–610, 635
PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction.	533, 535, 563, 621, 639
PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention.	487, 622–625, 642–643, 650, 652, 655–656
PR.8.CC.3	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.	641–650
PR.8.CC.4	Define emergency contraception and its use.	649–650
PR.8.CC.5	Describe the signs and symptoms of a pregnancy.	534, 621
PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy.	652–653
SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted.	342–349, 351–353, 356, 382
SH.8.CC.2	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.	342, 346–349, 352, 356, 383, 621–622, 630, 641–649
SH.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV.	342–346, 349, 352–354
HR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships.	456–458, 486–490, 492–493, 509, 622–623, 627–629
HR.8.CC.2	Describe the potential impacts of power differences such as age, status or position within relationships.	627–629
HR.8.CC.3	Analyze the similarities and differences between	493



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	friendships and romantic relationships.	
HR.8.CC.4	Describe a range of ways people express affection within various types of relationships.	477, 487, 549, 622, 635
HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media.	400–401, 463, 502–504
PS.8.CC.1	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.	498–500, 508–510, 627–629
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.	500–504, 509–511, 630, 634
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.	627–629
PS.8.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.	627, 630, 632
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.	35, 101–104, 125, 126, 127, 195–198, 202, 203, 205, 470, 480, 502, 543, 635, 659
ID.8.INF.1	Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.	609–615, 633, 635
PR.8.INF.1	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.	19, 29 277, 312, 347, 487, 539, 549, 622, 624, 629, 631–632
SH.8.INF.1	Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.	277, 312, 347, 622, 629, 631–632
HR.8.INF.1	Analyze the ways in which friends, family, media, society and culture can influence relationships.	35, 539, 549–551, 623–624
HR.8.INF.2	Analyze the impact of technology and social media on friendships and relationships.	19, 29, 35, 400–401, 421, 463, 472, 478–480, 624
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.	28–29, 348–349, 383, 534, 613, 632, 635, 641, 650, 658
PD.8.AI.1	Identify medically-accurate sources of information about puberty, adolescent development and sexuality.	28–29, 493, 563, 613, 635

ID.8.AI.1	Access accurate information about gender identity, gender expression and sexual orientation.	609–613
PR.8.AI.1	Identify medically-accurate resources about pregnancy prevention and reproductive health care.	641–650, 659
PR.8.AI.2	Identify medically-accurate information about emergency contraception.	641, 649–650, 659
PR.8.AI.3	Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.	552, 641, 650, 658
SH.8.AI.1	Identify medically-accurate information about STDs, including HIV.	348–349, 383
SH.8.AI.2	Identify local STD and HIV testing and treatment resources.	348, 354, 383, 635
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.	501, 504, 506, 511–515, 518, 521, 628, 631–632
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.	609–615, 635
PR.8.IC.1	Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors.	347, 383, 487–488, 622–625, 635, 642, 659
PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.	347–348, 383, 487–488, 622–625, 635, 642, 659
SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.	349, 383
HR.8.IC.1	Demonstrate communication skills that foster healthy relationships.	457–467, 659
HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	486–488, 491, 625, 627, 642–643
HR.8.IC.3	Demonstrate effective skills to negotiate agreements about the use of technology in relationships.	400–402, 502–503, 627



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PS.8.IC.1	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault.	501, 504, 511–514, 525, 628, 631
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.	23–25, 33, 34, 342–347, 352, 355–356, 383, 486–488, 489, 539, 549, 551–552, 622–625, 627–632, 633, 634, 639–650, 652–656, 657, 658, 659
PR.8.DM.1	Apply a decision-making model to various sexual health decisions.	383, 487–488, 551, 622–625, 631, 639, 642–643, 650, 655–656, 659
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.	330, 346–348, 352, 621–622
HR.8.GS.1	Develop a plan to stay safe when using social media.	19, 400–402, 421, 478
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.	348, 644–645
SH.8.SM.1	Describe the steps to using a condom correctly.	348, 644–645
HR.8.SM.1	Explain the criteria for evaluating the health of a relationship.	456–457, 467, 486–487, 488, 490–493, 623, 627, 635
HR.8.SM.2	Describe strategies to use social media safely, legally, and respectfully.	19, 400–402, 406, 421, 463, 478, 503
PS.8.SM.1	Describe ways to treat others with dignity and respect.	457, 467, 478, 486, 491–492, 612–615, 625
PS.8.SM.1	Demonstrate ways they can respond when someone is being bullied or harassed.	401, 499, 504–506, 508, 627–628, 632–634
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.	612–615
PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.	520, 612–615