

FORMAT FOR CORRELATION TO THE NATIONAL SEXUALITY EDUCATION STANDARDS (GRADES 6-8)

Subject Area: Health and Fitness **Textbook Title:** Live Well: Middle School Health

Publisher: Human Kinetics, Inc.

The National Sexuality Education Standards may be accessed on-line at www.siecus.org.

| <u>Standard</u> (Cite Number) | <u>Standard</u> (Cite specific standard) | <u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.) |
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| 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. | 15-23 (entire lesson: Reproductive Systems) |
| PD.8.CC.1 | Describe the physical, social, cognitive and emotional changes of adolescence. | 4 (Adolescence and Change), 4-5 (Social Changes in Adolescence), 5 (Emotional Changes in Adolescence), 5 (Physical Changes in Adolescence) |
| ID.8.CC.1 | Differentiate between gender identity, gender expression and sexual orientation. | 5-6 (Sex and Sexuality), 6-7 (Gender and Gender Expression), 7-8 (Gender Identity and Sexual Orientation) |
| ID.8.CC.2 | Explain the range of gender roles. | 8-9 (LGBTQ Teens) |
| PR.8.CC.1 | Define sexual intercourse and its relationship to human reproduction. | 5-6 (Sex and Sexuality), 16 (Puberty), 27 (Abstinence) |
| PR.8.CC.2 | Define sexual abstinence as it relates to pregnancy prevention. | 27 (Abstinence), 35 (Skill-Building Challenge: Choosing Abstinence) |

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| PR.8.CC.3 | Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. | 26-34 (entire lesson: Abstinence and Contraception), 35 (Skill-Building Challenge: Choosing Abstinence), |
| PR.8.CC.4 | Define emergency contraception and its use. | 34 (Emergency Contraception) |
| PR.8.CC.5 | Describe the signs and symptoms of a pregnancy. | 19-29 (Conception) |
| PR.8.CC.6 | Identify prenatal practices that can contribute to a healthy pregnancy. | 20-21 (Stages of Pregnancy), 21-22 (Teens as Parents), 23 (Skill-Building Challenge: Taking Care of Your Reproductive Health) |
| SH.8.CC.1 | Define STDs, including HIV, and how they are and are not transmitted. | 11 (Risks and Consequences of Being Sexually Active) |
| SH.8.CC.2 | Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. | 11 (Risks and Consequences of Being Sexually Active), 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 27 (Abstinence), 35 (Skill-Building Challenge: Choosing Abstinence), |
| SH.8.CC.3 | Describe the signs, symptoms and potential impacts of STDs, including HIV. | 11 (Risks and Consequences of Being Sexually Active) |
| HR.8.CC.1 | Compare and contrast the characteristics of healthy and unhealthy relationships. | 8-9 (LGBTQ Teens), 21-22 (Teens as Parents) |
| HR.8.CC.2 | Describe the potential impacts of power differences such as age, status or position within relationships. | 11 (Risks and Consequences of Being Sexually Active) |
| HR.8.CC.3 | Analyze the similarities and differences between friendships and romantic relationships. | 8-9 (LGBTQ Teens) |

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| HR.8.CC.4 | Describe a range of ways people express affection within various types of relationships. | 11 (Influences on Your Sexual Activity) |
| HR.8.CC.5 | Describe the advantages and disadvantages of communicating using technology and social media. | 11 (Risks and Consequences of Being Sexually Active) |
| PS.8.CC.1 | Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. | 10 (Sexual Consent) |
| 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. | 10 (Sexual Consent) |
| 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. | 10 (Sexual Consent), 12 (Healthy Living Skills: Healthy Communication) |
| PS.8.CC.4 | Explain why a person who has been raped or sexually assaulted is not at fault. | 10 (Sexual Consent) |

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| 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. | 11 (Influences on Your Sexual Activity), 11 (Risks and Consequences of Being Sexually Active) |
| ID.8.INF.1 | Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity. | 6-7 (Gender and Gender Expression), 7-8 (Gender Identity and Sexual Orientation), 8-9 (LGBTQ Teens) |
| PR.8.INF.1 | Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. | 4-5 (Social Changes in Adolescence), 11 (Influences on Your Sexual Activity) |
| SH.8.INF.1 | Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. | 11 (Influences on Your Sexual Activity) |
| HR.8.INF.1 | Analyze the ways in which friends, family, media, society and culture can influence relationships. | 4 (Adolescence and Change), 11 (Risks and Consequences of Being Sexually Active) |
| HR.8.INF.2 | Analyze the impact of technology and social media on friendships and relationships. | 11 (Risks and Consequences of Being Sexually Active) |

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| 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. | 23 (Skill-Building Challenge: Taking Care of Your Reproductive Health) |
| PD.8.AI.1 | Identify medically-accurate sources of information about puberty, adolescent development and sexuality. | 11 (Influences on Your Sexual Activity), 11 (Risks and Consequences of Being Sexually Active) |
| ID.8.AI.1 | Access accurate information about gender identity, gender expression and sexual orientation. | 6-7 (Gender and Gender Expression), 7-8 (Gender Identity and Sexual Orientation) |
| PR.8.AI.1 | Identify medically-accurate resources about pregnancy prevention and reproductive health care. | 23 (Skill-Building Challenge: Taking Care of Your Reproductive Health) |
| PR.8.AI.2 | Identify medically-accurate information about emergency contraception. | 21-22 (Teens as Parents) |
| PR.8.AI.3 | Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. | 21-22 (Teens as Parents), 23 (Safe Haven Laws) |
| SH.8.AI.1 | Identify medically-accurate information about STDs, including HIV. | 37-46 (entire lesson: Sexually Transmitted Diseases, Including HIV and AIDS), 46 (Healthy Living Skills: Accessing Information) |
| SH.8.AI.2 | Identify local STD and HIV testing and treatment resources. | 38-39 (Signs and Symptoms of HIV and AIDS), 39 (Treatment for HIV and AIDS), 39-44 (Sexually Transmitted Diseases), 45-46 (Short- and Long-Term Consequences of STDs), 46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs) |
| 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. | 8-9 (LGBTQ Teens) |

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| 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 identifies, gender expressions and sexual orientations. | 7-8 (Gender Identity and Sexual Orientation), 8-9 (LGBTQ Teens) |
| PR.8.IC.1 | Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors. | 12 (Healthy Living Skills: Healthy Communication), 46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs) |
| PR.8.IC.2 | Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. | 28-34 (Contraception), 46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs) |
| SH.8.IC.1 | Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. | 28-34 (Contraception), 46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs) |
| HR.8.IC.1 | Demonstrate communication skills that foster healthy relationships. | 23 (Healthy Living Skills: Healthy Communication) |
| HR.8.IC.2 | Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. | 23 (Healthy Living Skills: Healthy Communication), 28-34 (Contraception) |
| HR.8.IC.3 | Demonstrate effective skills to negotiate agreements about the use of technology in relationships. | 11 (Risks and Consequences of Being Sexually Active) |

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| 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. | 4-5 (Social Changes in Adolescence), 5 (Emotional Changes in Adolescence), 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 12 (Making Healthy Decisions), 21-22 (Teens as Parents), 27 (Abstinence), 28-34 (Contraception), 35 (Skill-Building Challenge: Choosing Abstinence) |
| PR.8.DM.1 | Apply a decision-making model to various sexual health decisions. | 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 21-22 (Teens as Parents), 27 (Abstinence), 27 (Healthy Living Tip), 28-34 (Contraception), 35 (Skill-Building Challenge: Choosing Abstinence), 35 (Healthy Living Skills: Promoting Good Health) |

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| 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. | 27 (Abstinence), 27 (Healthy Living Tip), 28-34 (Contraception), 35 (Skill-Building Challenge: Choosing Abstinence) |
| HR.8.GS.1 | Develop a plan to stay safe when using social media. | 11 (Risks and Consequences of Being Sexually Active) |

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| 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. | 28-34 (Contraception), 35 (Healthy Living Skills: Promoting Good Health) |
| SH.8.SM.1 | Describe the steps to using a condom correctly. | 28-34 (Contraception), 35 (Healthy Living Skills: Promoting Good Health) |
| HR.8.SM.1 | Explain the criteria for evaluating the health of a relationship. | 8-9 (LGBTQ Teens), 10 (Sexual Consent), 11 (Risks and Consequences of Being Sexually Active), 45 (Short- and Long-Term Consequences of STDs) |

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| HR.8.SM.2 | Describe strategies to use social media safely, legally, and respectfully. | 11 (Risks and Consequences of Being Sexually Active) |
| PS.8.SM.1 | Describe ways to treat others with dignity and respect. | 8-9 (LGBTQ Teens) |
| PS.8.SM.2 | Demonstrate ways they can respond when someone is being bullied or harassed. | 8-9 (LGBTQ Teens) |

Standard 8, Advocacy—Students will demonstrate the ability to advocate for personal, family and community health.

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| ID.8.ADV.1 | Develop a plan to promote dignity and respect for all people in the school community. | 8-9 (LGBTQ Teens) |
| PS.8.ADV.1 | Advocate for safe environments that encourage dignified and respectful treatment of everyone. | 8-9 (LGBTQ Teens), 9 (Healthy Living Tip) |