

Grade Level Content Expectations Aligned with National Sexuality Education Standards Grades 6-8 (or insert other here)

Strands 1-7

Note: The complete National Sex Ed Standards is available online at www.futureofsexeducation.org

By end of 8th Grade

STRAND 1: ANATOMY & PHYSIOLOGY

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
AP.8.CC.1 Describe the male and female sexual and reproductive systems including body parts and their functions.	<input type="checkbox"/>			
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	<input type="checkbox"/>			

STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	<input type="checkbox"/>			
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body	<input type="checkbox"/>			

image				
PD.8.AI.1 Identify medically-accurate Sources of information about puberty, adolescent development and sexuality	<input type="checkbox"/>			
PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	<input type="checkbox"/>			

STRAND 3: IDENTITY

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	<input type="checkbox"/>			
ID.8.INF.1 Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity	<input type="checkbox"/>			
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	<input type="checkbox"/>			
ID.8.IC.1 Communicate respectfully with and	<input type="checkbox"/>			

about people of all gender identities, gender expressions and sexual orientations				
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	<input type="checkbox"/>			
ID.8.CC.2 Explain the range of gender roles	<input type="checkbox"/>			

STRAND 4: PREGNANCY AND REPRODUCTION

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	<input type="checkbox"/>			
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	<input type="checkbox"/>			
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	<input type="checkbox"/>			
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	<input type="checkbox"/>			
PR.8.CC.3 Explain the health benefits, risks	<input type="checkbox"/>			

and effectiveness rates of various methods of contraception, including abstinence and condoms.				
PR.8.AI.1 Identify medically-accurate Resources about pregnancy prevention and reproductive health care	<input type="checkbox"/>			
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	<input type="checkbox"/>			
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	<input type="checkbox"/>			
PR.8.SM.1 Describe the steps to using a condom correctly	<input type="checkbox"/>			
PR.8.CC.4 Define Emergency contraception and its use	<input type="checkbox"/>			
PR.8.AI.2 Identify medically-accurate Information about emergency contraception	<input type="checkbox"/>			
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	<input type="checkbox"/>			
PR.8.AI.3 Identify medically-accurate	<input type="checkbox"/>			

sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care				
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	<input type="checkbox"/>			

STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	<input type="checkbox"/>			
SH.8.AI.1 Identify medically-accurate information about STDs, including HIV	<input type="checkbox"/>			
SH.8.CC.2 Compare and contrast behaviors, Including abstinence, to determine the potential risk of STD/HIV transmission from each	<input type="checkbox"/>			
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	<input type="checkbox"/>			
SH.8.IC.1 Demonstrate the use of effective communication skills	<input type="checkbox"/>			

to reduce or eliminate risk for STDs, including HIV				
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	<input type="checkbox"/>			
SH.8.SM.1 Describe the steps to using a condom correctly	<input type="checkbox"/>			
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	<input type="checkbox"/>			
SH.8.AI.2 Identify local STD and HIV testing and treatment resources	<input type="checkbox"/>			

STRAND 6: HEALTHY RELATIONSHIPS

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	<input type="checkbox"/>			
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	<input type="checkbox"/>			
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship	<input type="checkbox"/>			
HR.8.CC.2 Describe the potential impacts of power differences	<input type="checkbox"/>			

such as age, status or position within relationships				
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	<input type="checkbox"/>			
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	<input type="checkbox"/>			
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	<input type="checkbox"/>			
HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	<input type="checkbox"/>			
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	<input type="checkbox"/>			
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	<input type="checkbox"/>			
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships	<input type="checkbox"/>			

HR.8.GS.1 Develop a plan to stay safe when using social media	<input type="checkbox"/>			
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	<input type="checkbox"/>			

STRAND 7: PERSONAL SAFETY

(Insert State Mandate link here)

National Standards Core Concepts	<i>Direct Correlation to State Mandate</i>	<i>Labeled differently.</i>	<i>Included at another grade level and/or in a different content area.</i>	<i>Gaps in state mandate, not addressed well or at all.</i>
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	<input type="checkbox"/>			
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	<input type="checkbox"/>			
PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	<input type="checkbox"/>			
PS.8.SM.1 Describe ways to treat others with dignity and respect	<input type="checkbox"/>			
PS.8.ADV.1 Advocate for safe environments	<input type="checkbox"/>			

that encourage dignified and respectful treatment of everyone				
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	<input type="checkbox"/>			
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed	<input type="checkbox"/>			
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	<input type="checkbox"/>			
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault	<input type="checkbox"/>			