Appendix F. 7th Grade Nu-CULTURE Content and Corresponding National and State Standards in Health and Sexuality Education

Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.1: (Re-) Introduction to Healthy Futures, Keys to Success	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Establish the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health. 6.8: *Family Life* Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influence. **7.3:** *Interpersonal Relationships* Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others. **7.6:** *Interpersonal Relationships* Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. **7.7:** *Interpersonal Relationships* Recognize the positive contribution of character traits to relationships, the benefit to relationships, which include understanding and respecting individual difference, and the detrimental effect of prejudice on individual relationships and society as a whole.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.2: Basic Human Needs, Levels of Friendship	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.GS.1** Develop a plan to stay safe when using social media. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.3:** *Social and Mental Health* Define character traits such as honesty, trustworthiness, self-discipline, respectfulness and kindness and describe their contributions to identity, self-concept, decision-making, and interpersonal relationships. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health. **6.4:** *Family Life* Identify what parents do to provide a safe, healthy environment for their children. **6.8:** *Family Life* Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influence. **7.1:** *Interpersonal Relationships* Explain why communication is essential to relationships and identify people from whom children can learn how to communicate. **7.2:** *Interpersonal Relationships* Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.2: Basic Human Needs, Levels of Friendship *(Continued)*		**7.3:** *Interpersonal Relationships* Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.3: Puberty and Pregnancy	**AP.8.CC.1** Describe male and female sexual and reproductive systems including body parts and their functions. **AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PD.8.CC.1** Describe the physical, social, cognitive, and emotional changes of adolescence. **PD.8.AI.1** Identify medically accurate sources of information about puberty, adolescent development, and sexuality. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.	**1.6:** *Growth and Development* Identify the stages of human life cycle. **1.7:** *Growth and Development* Explain the function of the human body systems and how body systems work together. **1.8:** *Growth and Development* Describe the influence of health habits on growth and development. **1.9:** *Growth and Development* Apply skills that increase immediate peak functioning of body systems. **4.1:** *Reproduction/Sexuality* Identify components, functions, and processes of the reproductive system. **4.2:** *Reproduction/Sexuality* Identify the physical changes as related to the reproductive system during puberty. **4.5:** *Reproduction/Sexuality* Recognize the emotional and physical changes as related to the reproductive system during puberty. **5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.3: Puberty and Pregnancy *(Continued)*	**PR.8.CC.1** Define sexual intercourse and its relationship to human reproduction.	**5.2:** *Social and Mental Health* Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being. **5.7:** *Social and Mental Health* Identify and describe the experience of different feelings and how feelings affect daily functioning. **5.9:** *Social and Mental Health* Describe the relationship among physical appearance, changes in the body, and self-concept and self-esteem.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.4: Stress, Positive Character Traits, Peer Pressure	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**5.1:** *Social and Mental Health* Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. **5.2:** *Social and Mental Health* Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being. **5.3:** *Social and Mental Health* Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness, and describe their contributions to identity, self-concept, decision-making, and interpersonal relationships. **5.6:** *Social and Mental Health* Explain how coping skills positively influence self-concept. **5.7:** *Social and Mental Health* Identify and describe the experience of different feelings and how feelings affect daily functioning. **5.8:** *Social and Mental Health* Identify the causes and effects of depression and how to seek help. **5.10:** *Social and Mental Health* Describe the contribution of a personal support system to good mental health.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.5: Consequences of Sexual Activity - Pregnancy and Emotional Risks	**AP.8.CC.1** Describe male and female sexual and reproductive systems including body parts and their functions. **AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.CC.3** Analyze the similarities and difference between friendships and romantic relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.7:** *Reproduction/Sexuality* Describe short and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions. **4.8:** *Reproduction/Sexuality* Describe behaviors and methods for pregnancy prevention, including abstinence. **7.8:** *Interpersonal Relationships* Describe the purpose of dating and acceptable attitudes and appropriate conduct. **7.9:** *Interpersonal Relationships* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.5: Consequences of Sexual Activity - Pregnancy and Emotional Risks *(Continued)*	**PD.8.AI.1** Identify medically accurate sources of information about sexuality, pregnancy prevention, and reproductive health care. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make, including various sexual health decisions. **PR.8.CC.1** Define sexual intercourse and its relationship to human reproduction. **PR.8.CC.2** Define sexual abstinence as it relates to pregnancy prevention. **PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors and foster healthy relationships. **PR.8.IC.2** Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. **PR.8.INF.1** Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.		

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs	**AP.8.AI.1** Identify accurate and credible sources of information about sexual health. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.INF.1** Analyze the ways in which friends, family, media, society and culture can influence relationships. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PD.8.AI.1** Identify medically accurate sources of information about puberty, adolescent development, and sexuality. **PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make, including various sexual health decisions. **PR.8.CC.3** Explain the health benefits, risks, and effectiveness rates of various methods of contraception including abstinence and condoms.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.7:** *Reproduction/Sexuality* Describe short and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions. **4.8:** *Reproduction/Sexuality* Describe behaviors and methods for pregnancy prevention, including abstinence. **4.9:** *Reproduction/Sexuality* Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented. **8.2:** *Disease Prevention and Control* Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness. **8.3:** *Disease Prevention and Control* Apply skills to prevent and control the spread of disease, including those that help promote cleanliness. **8.5:** *Disease Prevention and Control* Identify ways individuals can reduce risk factors related to communicable and chronic disease.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs *(Continued)*	**PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. **PR.8.IC.2** Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. **PR.8.INF.1** Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. **PR.8.SM.1** Describe the steps to using a condom correctly. **SH.8.AI.1** Identify medically accurate information about STIs, including HIV. **SH.8.AI.1** Identify local STI and HIV testing and treatment resources. **SH.8.CC.1** Define STIs, including HIV, and how they are and are not transmitted. **SH.8.CC.2** Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each.	**14.5:** *Community and Public Health* Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.6: Consequences of Sexual Activity - STIs *(Continued)*	**SH.8.CC.3** Describe the signs, symptoms, and potential impacts of STIs, including HIV. **SH.8.GS.1** Develop a plan to eliminate or reduce risk for STIs, including HIV. **SH.8.IC.1** Demonstrate the use of effective communication skills to reduce or eliminate risk for STIs, including HIV.		

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.7: Sexual Offenses	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.2** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. **HR.8.GS.1** Develop a plan to stay safe when using social media. **HR.8.SM.2** Describe strategies to use social media safely, legally, and respectfully. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. **PR.8.IC.1** Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. **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.	**4.6:** *Reproduction/Sexuality* Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. **4.10:** *Reproduction/Sexuality* Identify sexual discrimination and harassment. **7.8:** *Interpersonal Relationships* Describe the purpose of dating and acceptable attitudes and appropriate conduct. **9.4:** *Safety and Prevention* Describe safe, unsafe, and inappropriate touch. **9.5:** *Safety and Prevention* Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. **9.10:** *Safety and Prevention* Recognize sexual abuse and child abuse and how to get help. **11.6:** *Violence Prevention* Identify the social and emotional consequences of harassment. **11.10:** *Violence Prevention* Explain the signs of abuse in relationships and identify the available resources in schools and the local community.	

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.7: Sexual Offenses *(Continued)*	**S.8.CC.1** **Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.** **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. **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. **PS.8.CC.4** Explain why a person who has been raped or sexually assaulted is not at fault. **PS.8.IC.1** Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. **PS.8.SM.1** Describe ways to treat others with dignity and respect. **PS.8.SM.2** Demonstrate ways they can respond when someone is being bullied or harassed.		

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Nu-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS† STATE STANDARD	STATE STANDARD
7.8: Review Topics and Discuss Lessons Learned	**PD.8.DM.1** Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. **HR.8.CC.1** Compare and contrast the characteristics of healthy and unhealthy relationships. **HR.8.IC.1** Demonstrate communication skills that foster healthy relationships. **HR.8.SM.1** Explain the criteria for evaluating the health of a relationship. **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.		

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