

Appendix F. 8th 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
8.1: (Re-)Introduction to Healthy Futures; Goals and Dreams; and Healthy Relationships	D.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.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. 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.	5.7: 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. 5.9: Social and Mental Health Describe the relationship among physical appearance, changes in the body, and self-concept and self-esteem. 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. 7.7: 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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8.1: (Re-)Introduction to Healthy Futures; Goals and Dreams; and Healthy Relationships (Continued)		7.8: <i>Interpersonal Relationships</i> Describe the purpose of dating and acceptable attitudes and appropriate conduct.	

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NU-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS[†] STATE STANDARD	STATE STANDARD
8.2: Puberty, Pregnancy, and Abstinence	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. PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction.	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. 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.	

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8.2: Puberty, Pregnancy, and Abstinence (<i>Continued</i>)	PD.8.AI.1 Identify medically accurate sources of information about sexuality, pregnancy prevention, and reproductive health care.		

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NU-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS [†] STATE STANDARD	STATE STANDARD
Session 8.3: Contraception	AP.8.AI.1 Identify accurate and credible sources of information about sexual health. 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. PR.8.CC.3 Explain the health benefits, risks, and effectiveness rates of various methods of contraception including abstinence and condoms. 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. PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction.	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. 4.6: Reproduction/Sexuality Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. 4.8: Reproduction/Sexuality Describe behaviors and methods for pregnancy prevention, including abstinence. 7.9: Interpersonal Relationships Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.	

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Session 8.3: Contraception (Continued)	PD.8.AI.1 Identify medically accurate sources of information about sexuality, pregnancy prevention, and reproductive health care. PR.8.SM.1 Describe the steps to using a condom correctly.		

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NU-CULTURE SESSION	NATIONAL STANDARD*	MASSACHUSETTS[†] STATE STANDARD	STATE STANDARD
8.4: Sexually Transmitted Infections (STIs)	AP.8.AI.1 Identify accurate and credible sources of information about sexual health. 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. 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 sexuality, pregnancy prevention, and reproductive health care. PR.8.SM.1 Describe the steps to using a condom correctly.	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. 7.9: Interpersonal Relationships Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. 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. 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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8.4: Sexually Transmitted Infections (STIs) <i>(Continued)</i>	SH.8.AI.1 Identify medically accurate information about STDs, including HIV. SH.8.AI.1 Identify local STD and HIV testing and treatment resources. SH.8.CC.1 Define STDs, 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 STD/HIV transmission from each. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STDs, including HIV. SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV. SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.		

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8.5: Emotional Needs and Bonding	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. ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation.	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. 5.9: Social and Mental Health Describe the relationship among physical appearance, changes in the body, and self-concept and self-esteem. 5.10: Social and Mental Health Describe the contribution of a personal support system to good mental health. 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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8.6: 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.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.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.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.	6.7: Family Life Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups 7.5: Interpersonal Relationships Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communications. 7.6: Interpersonal Relationships Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. 7.8: Interpersonal Relationships Describe the purpose of dating and acceptable attitudes and appropriate conduct. 10.8: Tobacco, Alcohol, & Substance Use/Abuse Prevention Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers. 11.4: Violence prevention Identify helping resources regarding violence in the school and community.	

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8.7: Peer Pressure and Avoiding Risky Behavior	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. 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.	5.2: Mental Health Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being. 5.5: Mental Health Explain and practice a model for decision-making that includes gating information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions. 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. 7.8: Interpersonal Relationships Describe the purpose of dating and acceptable attitudes and appropriate conduct.	

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8.8: Sex and the Law; Media Influence; Review Topics and Discuss Lessons Learned	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientation. HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships. HR.8.SM.2 Describe strategies to use social media safely, legally, and respectfully 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. 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.	4.10: Reproduction/Sexuality Identify sexual discrimination and harassment. 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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8.8: Sex and the Law; Media Influence; Review Topics and Discuss Lessons Learned (Continue)	PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed. Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.		

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