The Dibble Institute®
Resources for Teaching Relationship Skills

Relationship Smarts PLUS 5.1 Alignment
With
The National Sex Ed Standards
Grades 6-8

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CONSENT & HEALTHY RELATIONSHIPS

Core Concepts

CHR.8.CC.1   Compare and contrast the characteristics of healthy and unhealthy relationships [Lessons 1-13]

CHR.8.CC.2   Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/ employee) may impact relationships [Lesson 6, 11]

CHR.8.CC.3   Analyze the similarities and differences between friendships, romantic relationships and sexual relationships [Lesson 3]

CHR.8.CC.4   Define sexual consent and sexual agency [Lesson 6, 10]

Analyzing Influences

CHR.8.INF.1   Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships [Lessons 7, 8, 12]

CHR.8.INF.2   Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication) [Lesson 6, 13]

CHR.8.INF.3   Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity [Lesson 6, 10]

Interpersonal Communication

CHR.8.IC.1   Demonstrate communication skills that will support healthy relationships [Lessons 1-13]

CHR.8.IC.2   Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others [Lessons 1, 2, 6, 7, 8, 10, 11]

Self Management

CHR.8.SM.1   Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help [Lesson 6, 11]

CHR.8.SM.2   Demonstrate strategies to use social media safely, legally, and respectfully [Lessons 6, 13]

ANATOMY & PHYSIOLOGY

Core Concepts

AP.8.CC.1   Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) [Not Included]

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

Accessing Information

PD.8.AI.1   Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health [Not Included]

GENDER IDENTITY & EXPRESSION

Analyzing Influences

GI.8.INF.   Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression [Not Included]

Accessing Information

GI.8.AI.1   Access medically accurate sources of information about gender, gender identity, and gender expression [Not Included]

Interpersonal Communication

GI.8.IC.1   Demonstrate ways to communicate respectfully with and about people of all gender identities [Not Included]

Advocacy

GI.8.ADV.1   Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community [Lessons 1-13]

SEXUAL ORIENTATION & IDENTITY

Core Concepts

SO.8.CC.1   Recall the definition of sexual orientation and explain that most people have a sexual orientation [Not Included]

SO.8.CC.2   Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, twospirit, asexual, pansexual) [Lesson 1]

Analyzing Influences

SO.8.INF.1   Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation [Lesson 1, 8]

Accessing Information

SO.8.AI.1   Access credible sources of information about sexual orientation [Not Included]

Interpersonal Communication

SO.8.IC.1   Demonstrate ways to communicate respectfully with and about people of all sexual orientations [Not Included]

Advocacy

SO.8.ADV.1   Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community [Not Included]

SEXUAL HEALTH

Core Concepts

SH.8.CC.1   Define vaginal, oral, and anal sex [Lesson 11]
SH.8.CC.2   Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them [Lesson 11]
SH.8.CC.3   List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal) [Lesson 11]
SH.8.CC.4   Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption [Not Included]
SH.8.CC.5   Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted [Lesson 11]
SH.8.CC.6   Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV) [Lesson 11]
SH.8.CC.7   Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission [Lesson 11]
SH.8.CC.8   Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP) [Lesson 11]
SH.8.CC.9   Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition [Lesson 11]
SH.8.CC.10   Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment [Lesson 11]
SH.8.CC.11   Define racism and intersectionality and describe their impacts on sexual health [Not Included]
SH.8.CC.12   Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem [Lesson 10, 13]

Analyzing Influences

SH.8.INF.1   Analyze how alcohol and other substances can influence sexual decision-making [Lesson 11]
SH.8.INF.2   Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking [Lesson 6, 11, 13]

Accessing Information

SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/ HIV prevention, testing, and treatment resources [Lesson 11]
SH.8.AI.2	Define prenatal care and identify medically accurate sources of information about prenatal care [Not Included]

Interpersonal Communication

SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV) [Lessons 6, 7, 10, 11]

Decision-Making

SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors [Lesson 7, 10, 11, 13]

Goal Setting

SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV) [Lesson 7, 10, 11]

Self Management

SH.8.SM.1	Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) [Lesson 11]

INTERPERSONAL VIOLENCE

IV.8.CC.1	Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health [Lesson 6]
IV.8.CC.2	Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator [Lesson 6]

IV.8.CC.3   Define sex trafficking, sexual exploitation, and gender-based violence [Lesson 6]

Analyzing Influence

IV.8.INF.1   Describe strategies that sex traffickers/ exploiters employ to recruit youth [Lesson 6]

Accessing Information

IV.8.AI.1   Identify community resources and/ or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked [Lesson 6]

Self-Management

IV.8.SM.1   Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors [Not Included]

Advocacy

IV.8.ADV.1   Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) [Not Included]