

National Sex Education Standards for Grades 6-8: Addressed by <i>Puberty: The Wonder Years</i> 2021 Edition			
NSES Indicator	NSES Content*	PWY Grade 6	PWY Other Lessons
CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships**	6-4, 6-5	
CHR.8.CC.2	Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g., student/teacher, supervisor/employee) may impact relationships		F
CHR.8.CC.3	Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships	6-4	
CHR.8.CC.4	Define sexual consent and sexual agency	6-4, 6-5	
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	-	
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)	-	
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**		F
CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	6-1, 6-4, 6-5	
CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	6-5	
CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help**	-	
CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully	-	
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)	6-2	
PD.8.CC.1	Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender	6-3	
PD.8.AI.1	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health	6-9	
GI.8.INF.1	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		4-3
GI.8.AI.1	Access medically accurate sources of information about gender, gender identity, and gender expression	6-9	
GI.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all gender identities		4-3
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		4-3

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SO.8.CC.1	Recall the definition of sexual orientation and explain that most people have a sexual orientation		E
SO.8.CC.2	Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)		E
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	-	
SO.8.AI.1	Access credible sources of information about sexual orientation		E
SO.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations	-	
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	-	
SH.8.CC.1	Define vaginal, oral, and anal sex	6-6	G
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		G
SH.8.CC.3	List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)		G
SH.8.CC.4	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption	-	
SH.8.CC.5	Explain STDs, including HIV, how common STDs are, and how they are and are not transmitted	6-7	G
SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs, including HIV	6-7	G
SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD, including HIV, transmission	6-6	G
SH.8.CC.8	Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	6-7	
SH.8.CC.9	Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition	6-7	
SH.8.CC.10	Describe the state and federal laws related to minor's access to sexual health care services, including pregnancy and STD/HIV prevention, testing, care, and treatment	-	
SH.8.CC.11	Define racism and intersectionality and describe their impacts on sexual health	6-10	
SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem	6-9	
SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making	-	
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 health care setting, child pornography, sexting, safe haven, and sex trafficking	-	
SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources	6-9	

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SH.8.AI.2	Define prenatal care and identify medically accurate sources of information about prenatal care	-	
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**	6-8	
SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors	6-6	
SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)		G
SH.8.SM.1	Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)	-	
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**	6-8	
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**	6-8	
IV.8.CC.3	Define sex trafficking, sexual exploitation, and gender-based violence**	6-8	
IV.8.INF.1	Describe strategies that sex traffickers/exploiters employ to recruit youth	-	
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	6-9	F
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 you know is perpetuating unhealthy or coercive behaviors	6-8	
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)	6-10	

* National Sex Education Standards, 2nd ed, <https://pubertycurriculum.com/wp-content/uploads/2021/10/NSES-2020.pdf>

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