

Alignment of the 2021 Positive Prevention PLUS Comprehensive Sexual Health Education Curriculum with the National Sex Education Standards (NSES)\*

<b>P3 Lesson Title and Contents</b>	
<p><b>MS/HS Getting Started Lesson</b>                      -Discussing Embarrassing Topics                      -Group Agreements                      -The Sexual Health of Teens                      -Lesson Wrap-Up and Pre-Test</p>	
<p><b>MS Lesson 1: Understanding Your Body</b>                      -Sexual Development                      -Reproductive Structures                      -Lesson Wrap-Up</p> <p><b>HS Lesson 1: Life Planning</b>                      -Visualizing Your Future                      -Creating a Life Plan                      -Lesson Wrap-Up</p>	<p>PD.8.AI.1 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.                      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).                      SH.8.CC.1 Define vaginal, oral, and anal sex.</p>
<p><b>MS/HS Lesson 2: Gender and Sexual Orientation</b>                      -Understanding the Terms                      -Human Sexuality                      -Influences on Identity and Self-Esteem                      -LGBTQ+ Bullying                      -Lesson Wrap-Up</p>	<p>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.                      GI.8.IC.1 Demonstrate ways to communicate respectfully with and about people of all gender identities.                      SO.8.IC.1 Demonstrate ways to communicate respectfully with and about people of all sexual orientations.                      GI.8.AI.1 Access medically accurate sources of information about gender, gender identity, and gender expression.                      SO.8.AI.1 Access credible sources of information about sexual orientation.                      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.                      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.CC.1 Recall the definition of sexual orientation and explain that most people have a sexual orientation.                      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).                      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.</p>

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<p><b>MS/HS Lesson 2: Gender and Sexual Orientation (cont.)</b></p>	<p>SO.10.AI.1 Access credible sources of information about sexual orientation.</p> <p>PD.10.INF.1 Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem.</p> <p>GI.10.INF.1 Analyze how media, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.</p> <p>SO.10.INF.1 Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.</p> <p>GI.10.CC.1 Differentiate between sex assigned at birth, gender identity, and gender expression.</p> <p>SO.10.CC.1 Differentiate between sexual orientation, sexual behavior, and sexual identity.</p> <p>SH.10.INF.1 Describe the impact of racism and inequality on sexual health.</p> <p>GI.12.INF.1 Explain how support from peers, families, schools, and communities can improve a person’s health and wellbeing as it relates to gender identity and gender expression.</p> <p>SO.12.INF.1 Explain how support from peers, families, schools, and communities can improve a person’s health and wellbeing as it relates to sexual orientation and sexual identity.</p>
<p><b>MS Lesson 3: Exploring Friendships</b>          -Friendship          -Liking vs. Loving          -Planning an Activity          -Lesson Wrap-Up</p> <p><b>HS Lesson 3: Healthy Relationships</b>          -Love and Intimacy          -Healthy Relationships          -Lesson Wrap-Up</p>	<p>CHR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>CHR.8.CC.3 Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>CHR.10.DM.1 Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important.</p> <p>CHR.10.CC.1 Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships.</p>
<p><b>MS Lesson 4: Bullying and Abuse</b>          -Bullying          -Protecting Yourself (incl. consent, sexting, internet safety, sexual assault)          -Lesson Wrap-up</p>	<p>CHR.8.CC.4 Define sexual consent and sexual agency.</p> <p>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).</p> <p>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.</p> <p>CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.</p> <p>CHR.8.SM.1 Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.</p> <p>CHR.8.SM.2 Demonstrate strategies to use social media safely, legally, and respectfully.</p> <p>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.</p> <p>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.</p>

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<p><b>MS Lesson 4: Bullying and Abuse (cont.)</b></p> <p><b>HS Lesson 4: Relationship Violence</b>          -Relationship Violence and Abuse          -Protecting Yourself (incl. consent, sexting, internet safety, sexual assault)          -Lesson Wrap-up</p>	<p>I</p> <p>V.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.</p> <p>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.</p> <p>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.</p> <p>SH.10.INF.3 Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting).</p> <p>CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>CHR.10.GS.1 Develop a plan to get out of an unsafe or unhealthy relationship.</p> <p>CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior.</p> <p>CHR.10.INF.1 Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support.</p> <p>CHR.10.INF.2 Analyze the potentially positive and negative roles of technology and social media on one’s sense of self and within relationships.</p> <p>CHR.10.CC.2 Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent.</p> <p>CHR.12.SM.1 Evaluate strategies to use social media safely, legally, and respectfully.</p>
<p><b>MS/HS Lesson 5: Human Trafficking</b>          -Human Trafficking          -Sex Trafficking          -What would you do?          -Resources and Services          -Lesson Wrap-Up</p>	<p>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.</p> <p>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.</p> <p>IV.8.INF.1 Describe strategies that sex traffickers/ exploiters employ to recruit youth.</p> <p>IV.8.CC.3 Define sex trafficking, sexual exploitation, and gender-based violence.</p>
<p><b>MS/HS Lesson 6: Preventing an Unplanned Pregnancy</b>          -Family Planning          -Contraception and Community Services          -Sexual Abstinence          -Lesson Wrap-Up</p>	<p>SH.8.GS.1 Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV).</p> <p>SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>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.</p> <p>SH.8.CC.3 List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal).</p> <p>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.</p>

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<p><b>MS/HS Lesson 6: Preventing an Unplanned Pregnancy (cont.)</b></p>	<p>SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams).</p> <p>SH.10.DM.1 Apply a decision-making model to choices about contraceptive use, including abstinence and condoms.</p> <p>SH.10.AI.2 Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care).</p> <p>SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p>
<p><b>MS/HS Lesson 7: Teen Pregnancy: Choices and Responsibilities</b></p> <ul style="list-style-type: none"> <li>-Prenatal Care and Parenting</li> <li>-Additional Alternatives (Surrender, Adoption, Abortion)</li> <li>-Decision-Making</li> <li>-Lesson Wrap-Up</li> </ul> <p><i>NOTE: For those states in which a discussion of abortion is not allowed, Version 2 of this lesson makes no mention of terminating a pregnancy.</i></p>	<p>SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>SH.8.AI.2 Define prenatal care and identify medically accurate sources of information about prenatal care.</p> <p>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.</p> <p>SH.8.CC.4 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>SH.10.AI.2 Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care).</p> <p>SH.10.CC.4 List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>SH.12.DM.1 Assess the skills needed to be an effective parent.</p> <p>SH.12.AI.1 Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption.</p> <p>SH.12.INF.1 Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption.</p>
<p><b>MS/HS Lesson 8: The HIV/AIDS Epidemic</b></p> <ul style="list-style-type: none"> <li>-HIV/AIDS Epidemic</li> <li>-HIV Transmission</li> <li>-Stop and Think Activity (MS) - Safe Matches Activity (HS)</li> <li>-The Treatment of HIV Disease</li> <li>-HIV Myths and Stereotypes</li> <li>-Lesson Wrap-Up</li> </ul>	<p>SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted.</p> <p>SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV).</p> <p>SH.8.CC.8 Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>SH.8.CC.9 Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition.</p> <p>SH.10.GS.2 Describe the steps for how a person living with HIV can remain healthy.</p> <p>SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex.</p> <p>SH.10.AI.3 Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP.</p> <p>SH.12.CC.1 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>SH.12.CC.2 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.</p>

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<p><b>MS/HS Lesson 9: Preventing Sexually Transmitted Infections</b></p> <ul style="list-style-type: none"> <li>-Overview of Sexually Transmitted Infections</li> <li>-STI Transmission</li> <li>-STI Testing</li> <li>-STI Gameshow (optional-HS)</li> <li>-Lesson Wrap-Up</li> </ul>	<p>SH.8.AI.1 Identify medically accurate sources of information about STDs, including HIV, such as local STD/ HIV prevention, testing, and treatment resources.</p> <p>SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted.</p> <p>SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV).</p> <p>SH.8.CC.8 Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>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.</p> <p>SH.10.AI.3 Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP.</p> <p>SH.10.CC.3 Describe common symptoms, or lack thereof, and treatments for STDs, including HIV.</p>
<p><b>MS Lesson 10: Recognizing and Reducing Risks</b></p> <ul style="list-style-type: none"> <li>-HIV Red Light Green Light Activity</li> <li>-Universal Precautions Demonstration</li> <li>-Latex Condoms</li> <li>-Lesson Wrap-Up</li> </ul> <p><b>HS Lesson 10: Protection and Communication</b></p> <ul style="list-style-type: none"> <li>-Using Condoms Correctly and Consistently</li> <li>-External and Internal Condom Use</li> <li>-Condom Success and Failure Rates</li> <li>-Condom Negotiation Skills</li> <li>-Lesson Wrap-Up</li> </ul>	<p>SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission.</p> <p>SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV).</p>
<p><b>MS/HS Lesson 11: Media and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>-Media and Peer Pressures</li> <li>-Assertiveness Skills Practice</li> <li>-Personal Escape Plans (MS)</li> <li>-Lesson Wrap-Up</li> </ul>	<p>CHR.8.IC.1 Demonstrate communication skills that will support healthy relationships.</p> <p>CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.</p> <p>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).</p> <p>SH.8.CC.12 Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem.</p>

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<p><b>MS/HS Lesson 11: Media and Peer Pressure (copnt.)</b></p>	<p>SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV).          CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.          CHR.10.GS.1 Develop a plan to get out of an unsafe or unhealthy relationship.          CHR.10.CC.3 Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship.          CHR.12.CC.1 Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes).</p>
<p><b>MS/HS Lesson 12: HIV/ STI Testing and Community Resources</b>          -How Viruses are Spread          -Testing and Community Resources          -Lesson Wrap-Up</p>	<p>SH.8.AI.1 Identify medically accurate sources of information about STDs, including HIV, such as local STD/ HIV prevention, testing, and treatment resources.           SH.12.GS.1 Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access.</p>
<p><b>MS Lesson 13: Goal-Setting</b>          -The Path to Personal Goals          -Setting Goals for the Future          -Personal Contracts          -Lesson Wrap-Up and Post-Test</p> <p><b>HS Lesson 13: Steps to Success</b>          -Lifeline Review          -Steps to Success          -Personal Contract          -Lesson Wrap-Up and Post-Test</p>	<p>SH.8.GS.1 Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV).           SH.10.GS.1 Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention</p>

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