Program Planning, Implementation, and Evaluation Plan for Health, HIV/STD and Sex Education

Goal: To equip students with the knowledge and skills to develop healthy relationships and healthy lifestyles to avoid sexual behavior that puts them at risk for HIV/STD, and unintended pregnancy.

Philosophy/Assumptions:

- Parents are the primary sex educators for our youth.
- Schools have a duty, in concert with families and communities, to implement effective sex education programs that will help students make responsible decisions during their school years and into their adult lives.
- Education programs should address the needs of all students, including those at greatest risk for HIV/STD and unintended pregnancy.
- Abstinence from intimate sexual contact should be stressed as the only certain way to avoid sexually transmitted HIV, other STDs and pregnancy.
- Programs are most effective when they are initiated before students reach the age when they may adopt risky behaviors, and are reinforced throughout middle and high school.
- Sex education is best provided by well-trained staff members. Outside speakers can enhance, but should not replace, instruction.
- Substance abuse or use increases chances of risky behaviors.
### By the end of 4<sup>th</sup> grade students should be able to:

- Identify medically accurate information and resources about puberty and personal hygiene
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission
- Explain ways to manage the physical and emotional changes associated with puberty
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues
- Explain the physical, social and emotional changes that occur during puberty and adolescence
- Describe how puberty prepares human bodies for the potential to reproduce

### By the end of 5<sup>th</sup> grade students should be able to:

- Describe their own reproductive systems including body parts and their functions
- Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission
- Identify medically-accurate information about female and male reproductive anatomy
- Describe the process of human reproduction

### By the end of 6<sup>th</sup> grade students should be able to:

- Describe male and female sexual and reproductive systems including body parts and their functions
- Identify accurate and credible sources of information about sexual health
- Describe the physical, social, cognitive and emotional changes of adolescence
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others
- Describe the advantages and disadvantages of communication using technology and social media
- Identify sources of support such as parents or other trusted adults that they can go to if they feel personal safety is a concern
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Demonstrate communication skills that foster healthy relationships
• Identify medically accurate sources of information about puberty, adolescent development and sexuality
• Communicate respectfully with and about people

By the end of 7th grade students should be able to:

• Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make
• Develop a plan to promote dignity and respect for all people in the school community
• Define sexual intercourse and its relationship to human reproduction
• Define sexual abstinence as it relates to pregnancy prevention
• Explain how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors
• Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors

• Advocate for safe environments that encourage dignified and respectful treatment of everyone

• Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms
• Identify medically-accurate resources about pregnancy prevention and reproductive health care
• Describe the steps to using a condom correctly
• Describe the signs and symptoms of a pregnancy
• Define STDs, including HIV and how they are and are not transmitted
• Compare and contact behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each

• Describe ways to treat others with dignity and respect

• Identify medically-accurate information about STDs, including HIV

• Describe the signs, symptoms and potential impacts of STDs, including HIV

• Analyze the similarities and differences between friendships and romantic relationships
• Describe a range of ways people express affection within various types of relationships
• Analyze the impact of technology and social media on friendships and relationships
• Describe the potential impact of power differences such as age, status or position within relationships
By the end of 8th grade Students should be able to:

- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Apply a decision-making model to various sexual health decisions
- Define emergency contraception and its use
- Identify medically-accurate information about emergency contraception
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors
- Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV
- Discuss the impacts of sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong

- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Analyze the ways in which friends, family, media, society and culture can influence relationships
- Explain the criteria for evaluating the health of a relationship
- Describe the potential impacts of power differences such as age, status or position within relationships
- Demonstrate ways to communicate with trusted adults about harassment, abuse or assault
- Explain why a person who has been raped or sexually assaulted is not at fault
- Describe situations and behaviors that constitute sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
- Identify local STD and HIV testing and treatment resources
- Access accurate information about gender identity, gender expression and sexual orientation
- Identify medically-accurate information about emergency contraception
- Differentiate between gender identity, gender expression and sexual orientation
- Explain the criteria for evaluating the health of a relationship
- Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity
- Explain why a person who has been raped or sexually assaulted is not at fault
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms
- Analyze the ways in which friends, family, media, society and culture can influence relationships
- Describe situations and behaviors that constitute sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
- Identify local STD and HIV testing and treatment resources
- Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity
- Analyze how friends, family, media, society and culture can influence self-concept and body image
By the end of 9th/10th/11th/12th grade students should be able to:

- Describe the human sexual response cycle including the role hormones play
- Apply a decision making model to various situations relating to sexual health
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors
- Define emergency contraception and describe its mechanism of action
- Describe common symptoms of and treatment for STDs including HIV
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status
- Define sexual consent and explain its implications for sexual decision making
- Analyze how brain development has an impact on cognitive social and emotional changes of adolescence and early adulthood
- Explain how to promote safety, respect, awareness and acceptance
- Access medically accurate information about contraceptive methods, including abstinence and condoms
- Access medically accurate information and resources about emergency contraception
- Explain how to access local STDC and HIV testing and treatment services
- Access medically accurate prevention information about STDs, including HIV
- Analyze factors including alcohol and other substances, which can affect the ability to give or perceive the provision of consent to sexual activity.
- Define emergency contraception and describe its mechanism of action
- Access medically accurate information and resources about emergency contraception
- Identify the laws related to reproductive and sexual health care services (i.e., contraception pregnancy options, safe surrender policies, prenatal care)
- Apply a decision making model to choices about safer sex practices, including abstinence and condoms
- Describe the laws related to sexual health care services, including STDs and HIV testing and treatments

- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms
- Apply a decision making model to choice about contraception, including abstinence and condoms
- Identify the laws related to reproductive and sexual health care services (i.e., contraception pregnancy options, safe surrender policies, prenatal care)
- Apply a decision making model to choices about safer sex practices, including abstinence and condoms
- Describe the laws related to sexual health care services, including STDs and HIV testing and treatments
**Student who elect to take additional health class students should be able to:**

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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>• Describe the steps to using a condom correctly</td>
<td>• Describe the signs of pregnancy</td>
<td>• Analyze internal and external influences on decisions about pregnancy options</td>
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<tr>
<td>• Access medically accurate information about pregnancy and pregnancy options</td>
<td>• Describe prenatal practices that contribute to or threaten a healthy pregnancy</td>
<td>• Analyze factors that influence decisions about whether and when to become a parent</td>
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<tr>
<td>• Access medically accurate information about prenatal care services</td>
<td>• Access the skills and resources needed to become a parent</td>
<td>• Compare and contrast the laws relating to pregnancy adoption, abortion and parenting.</td>
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<tr>
<td>• Evaluate the effectiveness of abstinence condoms and other safer sex methods in preventing the Spread of STDs including HIV</td>
<td>• Analyze factors that may influence condom use and other safer sex decisions</td>
<td>• Advocate for sexually active youth to get STD/HIV testing and treatment</td>
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<td>• Describe characteristics of healthy and unhealthy romantic and/or sexual relationships</td>
<td>• Explain how media can influence one’s beliefs about what constitutes a healthy sexual relationship</td>
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### Resource Guide - DVDs/Videos with Curriculum and Lessons

#### Elementary
- **Just Around the Corner for Girls (4th grade)**
- **A Baby is Born: Human Reproduction (5th grade)**
- **Just Around the Corner for Boys (4th grade)**
- **AIDS: facts for Kids (5th grade)**
- **From Egg to You, From Girl to Woman, From Boy to Man (Pamphlets)**

#### Middle School
- **Understanding HIV/AIDS**
- **http://kidshealth.org**
- **The Dangers of Sexting (Parts 1-6)**
- **Flirting or Hurting? When is it okay, when is it Harassment?**
- **www.teachingsexualhealth.ca**

#### High School
- **U Need to KNO (Abstinence Based)**
- **Teen Species Series-In the Mix**
- **The Dangers of Sexting (Parts 1-6)**
- **Alcohol: What You Don’t Know**
- **The Miracle of Life**
- **Safe Delivery of Newborns by the MI Dept of Human Services & MI Dept of Community Health**
- **What is AIDS?**
- **Drug Abuse: Altered States**
- **The Pill**
- **It’s Your Choice: Birth Control for Teens**
- **www.teachingsexualhealth.ca**
- **Let’s Get Real About Sex and the Law**
- **Self Image: The Fantasy, The Reality**
- **The Age of Aids**
- **In the Womb**
- **http://kidshealth.org**

#### Asher – Advantage Academy
- **U Need to KNO (Abstinence Based)**
- **The Pill**
- **Body Story, Teen Dreams**
- **Talk About Sex (Permission from publisher to blackout page about abortion)**
- **The Age of AIDS**
- **Teen Survival Guide -Healthy Tips for on the go Girls.**

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