As	Spire Alignment with K-12 Standards for Optimal Sexual Development  Development	Ch.1: Living Life On Purpose	Ch.2: Standing Strong	Ch.3: Thinking Ahead	Ch. 4: Protecting Your Mind	Ch.5: The Power of Slef- Control	Ch. 6: Marriage Rocks	Ch. 7: Making A Fesh Start	Ch. 8: The Big Picture
Key T	opic 1: Positive Character								
	A. POSITIVE CHARACTER STRENGTHS								
1.A.1	Define and give examples of positive character strengths, such as honesty, fairness, courage, self-control, kindness, respect and responsibility.	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>
1.A.2	Describe the importance of positive character strengths and how they promote healthy behaviors and empower youth to avoid risky and unhealthy behaviors.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>
1.A.3	Explain the importance of personal dignity and the value of self and others.	V	V	V	<b>√</b>	V	V	V	<b>✓</b>
1.A.4	Acknowledge that all people deserve respect regardless of whether their views agree with or differ from the student's own.	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>
1.A.5	Recognize that all people have inherent value and dignity and can contribute much in life, regardless of differences, disabilities or medical conditions.	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>√</b>	V
1.A.6	Explain how practicing self-control can build confidence, self-respect and self-esteem.	V	V	V	<b>✓</b>	<b>√</b>	<b>✓</b>	V	<b>✓</b>
1.A.7	Discuss how fulfilling responsibilities and making positive contributions at home, at school, and within the community can build character and self-esteem.					<b>✓</b>	<b>✓</b>	<b>√</b>	V
1.A.8	Cite examples of how courage and grit/resilience help people develop self-respect when they resist social pressure to do things that may be harmful or unhealthy.	<	<b>✓</b>	V	<	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
1.A.9	Define why maturity requires the attainment of cognitive, social, and emotional growth and development.	NA	NA	NA	NA	NA	NA	NA	NA
1.A.10	Discuss how people progress and mature by learning from mistakes, delaying immediate gratification, and being life-long learners.	<b>✓</b>	<b>√</b>		<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>
1.A.11	Identify ways in which the media, social media and technology influence values, community norms and behavior.			<b>&gt;</b>	<b>✓</b>	<b>✓</b>	<b>√</b>		<b>✓</b>
	B. DECISION-MAKING								
1.B.1	Explain how parents, family members and members of the community can serve as positive role models and resources for advice and guidance when making decisions.	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>
1.B.2	Explain how maturity is developed and demonstrated by consistently choosing behaviors that are healthy, beneficial and socially responsible, and by learning from past mistakes.	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>&gt;</b>	<b>✓</b>	<b>✓</b>	<b>&gt;</b>	V

1.B.3	Acknowledge that cognitive maturity is not fully reached until the late 20s; therefore, guidance from parents, family members or other trusted adults is beneficial and should be sought for healthy decision-making.	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	V	<b>~</b>	<b>✓</b>
1.B.4	Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits or standards for personal behavior).	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	✓	<b>√</b>
1.B.5	State that healthy decisions are not based primarily on emotions, but on accurate information, positive intentions and goals, in addition to advice and guidance from parents, family members and other trusted adults.		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	<b>✓</b>	<b>√</b>
1.B.6	Compare and contrast the positive and negative consequences, both short- and long-term, for self and others of common choices.	V	<b>✓</b>		<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>&gt;</b>
1.B.7	Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.	V	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	V	<b>✓</b>	<b>✓</b>
1.B.8	Explain how abuse of alcohol, drugs and other substances negatively impacts healthy decision-making, problem-solving and refusal skills.	V	<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	V
1.B.9	Describe positive and negative ways that media, social media and technology can influence decision-making.			<b>✓</b>	<b>√</b>	<b>✓</b>	V		>
	C. COMMITMENT AND GOAL SETTING								
1.C.1	Define and give examples of short- and long-term personal goals.	<b>V</b>					<b>✓</b>	<b>✓</b>	<b>✓</b>
1.C.2	Describe the steps of setting and accomplishing goals including intentionality, gathering information, planning ahead, using time effectively and revising goals and strategies as needed.	<b>√</b>			<b>√</b>		<b>✓</b>	<b>√</b>	<b>V</b>
1.C.3	List character strengths that help individuals achieve goals, including hard work, determination, and grit/resilience.	V	V	<b>✓</b>	V	V	V	<b>√</b>	<b>✓</b>
1.C.4	Discuss how keeping promises and fulfilling responsibilities help develop the character strength of commitment.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
1.C.5	Provide examples of delaying immediate or short-term gratification in order to achieve a more important future goal.	V	V	<b>✓</b>		<b>✓</b>	V	<b>✓</b>	V
1.C.6	Explain how good friends who bring out the best in each other achieve positive goals.	V	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
1.C.7	Analyze how setting and committing to personal boundaries help a person avoid unhealthy behaviors.	V	<b>√</b>	V		<b>✓</b>	V	<b>✓</b>	V
1.C.8	Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage and family.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	V	V
	D. REFUSAL AND CESSATION SKILLS								
1.D.1	List the benefits of practicing self-control, such as delaying immediate gratification, resisting negative peer pressure and avoiding the risks of impulsive behaviors.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	<b>✓</b>	<b>√</b>
1.D.2	Cite examples of setting and articulating personal boundaries, including avoiding situations, people, places and things that can negatively influence decisions.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	<b>√</b>	V
1.D.3	Give examples of how someone can stop unhealthy behaviors and replace them with healthy behaviors.		V	V	<b>√</b>	<b>✓</b>	V	V	V
1.D.4	Explain how positive peer pressure can help a person make healthy choices and encourage others to do the same.	V	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	V	<b>√</b>	V

	Model resisting negative peer pressure and avoiding dangerous situations, including saying								
1.D.5	"no" assertively.	V	V		V	V			
1.D.6	Elaborate on how connectedness to family, friends, and other supportive people can be helpful in making healthy decisions and stopping unhealthy behaviors.	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>	V
1.D.7	List character strengths that help individuals resist or cease unhealthy behaviors, including courage, hard work, perseverance, self-control and self-respect.	<b>√</b>	<b>✓</b>						
Key To	pic 2: Healthy Relationships								
	A. FAMILY								
2.A.1	Identify factors that contribute to the success and legacy of the family, such as empathy, kindness, honesty, respect, trust, overcoming adversity, patience and forgiveness.						<b>✓</b>	<b>√</b>	V
2.A.2	Explain how healthy families typically share values, provide love and emotional support, set boundaries and limits, and help members achieve their full potential.	V	V		<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>	V
2.A.3	Identify parents, family members and trusted adults with whom to discuss the life cycle, (i.e., birth, growing, aging, and death).	NA							
2.A.4	Explain the importance of relationships with parents, family members and trusted adults for guidance and support in discussing sexual topics.	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	V
2.A.5	Describe ways in which media, social media, and technology can both strengthen and threaten family relationships.				<b>✓</b>	<b>✓</b>	<b>✓</b>		
2.A.6	Discuss how those from difficult family backgrounds can make healthy decisions and achieve healthy marriages and families of their own in the future.					<b>✓</b>	<b>✓</b>	<b>✓</b>	
2.A.7	Report on research regarding family structure and how it contributes to optimal health and well-being of children, adults and communities.					<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
2.A.8	Compile research on the negative effects of adverse childhood experiences (ACEs), such as emotional and physical abuse, and how they can be overcome.	NA							
	B. FRIENDSHIPS								
2.B.1	List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience and forgiveness.					<b>✓</b>	<b>✓</b>	<b>√</b>	
2.B.2	Identify benefits of healthy friendships and social supports for physical, intellectual, emotional, social and spiritual well-being, including encouragement to make healthy choices and achieve one's full potential.		<b>✓</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>	
2.B.3	Demonstrate effective communication skills that will help make and sustain healthy friendships, including listening and using respectful language for sharing emotions and opinions.					<b>✓</b>	<b>✓</b>	<b>✓</b>	
2.B.4	Explain why good friends don't encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully or stigmatize.		<b>✓</b>			<b>✓</b>		<b>✓</b>	
2.B.5	Define and discuss positive strategies to address bullying, resolve conflict and provide positive peer support.	<b>√</b>	<b>✓</b>	<b>✓</b>		<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>
2.B.6	Describe how character strengths practiced in friendships, such as honesty and respect, contribute to healthy dating relationships and healthy marriages in the future.		<b>✓</b>			<b>√</b>	<b>✓</b>	<b>√</b>	
	C. DATING								
2.C.1	Explain why healthy friendships are the best foundation for romantic relationships.					<b>✓</b>	<b>✓</b>	<b>\</b>	<b>✓</b>

2.D.6	social, spiritual, and financial health and well-being; and, therefore, is the optimal context for sex.	•					•		
2 D 6	State that a healthy marriage is supportive of a person's physical, intellectual, emotional,	>	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	<b>&gt;</b>	<b>✓</b>	<b>✓</b>
2.D.5	List the elements of a healthy marriage that encourage intimacy and bonding, including trust, vulnerability and sexual fulfillment.	<b>√</b>	V	<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>	V	<b>√</b>
2.D.4	Specify the benefits of a healthy marriage, including a lifelong, committed caring relationship for the couple; increased financial stability; personal happiness and life satisfaction; and a safe and stable environment for raising children and building healthy communities.	<b>√</b>	V	<b>√</b>	V	<b>√</b>	<b>√</b>	<b>✓</b>	<b>✓</b>
2.D.3	Identify the characteristics needed to sustain a marriage relationship through difficult times, including commitment, compromise, forgiveness, effective communication, perseverance, and seeking counseling when needed.	<b>&gt;</b>	<b>✓</b>	<b>V</b>	<b>√</b>	<b>~</b>	<b>√</b>	<b>✓</b>	<b>✓</b>
2.D.2	Name qualities of a healthy marriage, such as mutual commitment, fidelity, respect, trust, compatibility, giving, service, effective communication, ability to resolve conflict, and sharing of values and goals.	>	<b>✓</b>	<b>✓</b>	V	<b>✓</b>	>	<b>✓</b>	<b>✓</b>
2.D.1	Define a healthy marriage as the mutually-committed, monogamous union of a couple, intended to be lifelong, that is granted rights and responsibilities by law.	<b>√</b>	<b>✓</b>	V	<b>√</b>	V	V	V	<b>√</b>
2.0.10	D. MARRIAGE								
2.C.12	Present research showing that delayed dating is related to delayed onset of sexual activity.					<b>V</b>		√	
2.C.12	Cite examples of how social media and cultural influences impact dating.	<b>√</b>			<b>✓</b>	<b>√</b>	<b>√</b>	<b>V</b>	
2.C.10 2.C.11	Identify characteristics of unhealthy relationships which can lead to dating violence, coercion and abuse, and describe strategies for seeking help and support.  Explore safe and respectful ways to end an unhealthy or unwanted romantic relationship.		<b>✓</b>		<b>√</b>	✓ ✓	<b>√</b>	<b>√</b>	
2.C.9	List specific personal boundaries for healthy, nonsexual physical contact, and strategies for communicating them early in dating relationships to help prevent sexual activity and dating violence.		<b>V</b>			<b>V</b>	V	<b>V</b>	✓
2.C.8	List examples of verbally and nonverbally expressing affection in healthy, nonsexual ways.					<b>√</b>	<b>√</b>	V	>
2.C.7	Compare and contrast love and infatuation (lasting commitment to the well-being of another person vs. emotional attraction that is usually fleeting, intense and often irrational).					<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>
2.C.6	Outline healthy strategies for dating such as setting boundaries, dating in groups of trusted friends, delaying individual dating until older adolescence, and dating someone of similar age.	>	✓			<b>~</b>	<b>&gt;</b>	<b>√</b>	>
2.C.5	Compare and contrast advantages and disadvantages of one-on-one dating and group dating.		<b>V</b>			<b>V</b>	<b>√</b>	<b>V</b>	
2.C.4	Discuss different reasons for dating and how it can positively or negatively influence shortand long-term life goals.					V	V	V	V
2.C.3	Analyze factors to be considered in preparing for dating and marriage, including setting personal boundaries, respecting family guidelines, sharing values, exploring compatibilities and marriage partner selection strategies.	<b>✓</b>	V			<b>V</b>	V	V	<b>√</b>
2.C.2	Compare and contrast characteristics of healthy romantic relationships (respect, consideration, kindness, encouragement, giving) with those of unhealthy relationships (disrespect, selfishness, exploitation, control, dishonesty).	V	<b>~</b>			<b>✓</b>	V	<b>✓</b>	✓

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2.D.7	Analyze how making healthy choices before marriage, including avoiding sexual activity, can strengthen fidelity in marriage.	<b>&gt;</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	>	<b>✓</b>	<b>✓</b>
2.D.8	Affirm that attributes of a healthy marriage can be learned and applied, regardless of family experience.	<	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>
2.D.9	Discuss research that shows healthy marriage can be a protective factor against poverty, violence and abuse.	<b>&gt;</b>	V	<b>✓</b>	<b>√</b>	<b>✓</b>	>	V	<b>✓</b>
2.D.10	Explore research that suggests that healthy marriage is a better predictor of long-term commitment and stability than cohabitation.	<	<b>V</b>	<b>&gt;</b>	<b>&gt;</b>	<b>V</b>	<b>&gt;</b>	<b>✓</b>	<b>✓</b>
	E. PARENTHOOD								
2.E.1	List responsibilities of parents, including providing food, shelter, love, protection, education and guidance for their children.	<	V	V	<b>✓</b>	<b>✓</b>	V	<b>✓</b>	<b>✓</b>
2.E.2	Discuss ways that parents teach values, most effectively through love, example and discipline.	<b>✓</b>	V	V	<b>✓</b>	V	<b>&gt;</b>	V	<b>✓</b>
2.E.3	Describe how parent-child connectedness can help children and adolescents make healthy choices as they mature, including decisions that foster healthy relationships and optimal sexual development.	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>V</b>	<b>✓</b>
2.E.4	List family responsibilities that can be shared by parents through teamwork, such as household chores, child care and financial obligations.	NA	NA	NA	NA	NA	NA	NA	NA
2.E.5	Identify those who may fulfill parenting roles, in addition to biological, adoptive, single and step-parents, such as grandparents, extended family members and foster parents.	<b>✓</b>	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>&gt;</b>	<b>✓</b>
2.E.6	Discuss social science research about the optimal outcomes for children raised in a family structure headed by two married parents.						<b>√</b>	<b>√</b>	<b>√</b>
Key Top	oic 3: Optimal Sexual Development			1	ı	1			
	A. PUBERTY								
3.A.1	Define puberty as a stage of human growth that signals the developing ability of an individual to reproduce.	NA	NA	NA	NA	NA	NA	NA	NA
3.A.2	Describe the physical and emotional changes of puberty for both males and females, and how they can vary for each person	NA	NA	NA	NA	NA	NA	NA	NA
3.A.3	Identify basic components of the male and female reproductive systems and describe their function, including how girls begin to ovulate and boys begin producing sperm.	NA	NA	NA	NA	NA	NA	NA	NA
3.A.4	Explain how the physical and hormonal changes during puberty, including experiencing physical attraction, can affect but need not control emotions and actions.	NA	NA	NA	NA	NA	NA	NA	NA
3.A.5	Explain the importance of respecting individual variations in development, including body size and shape.	NA	NA	NA	NA	NA	NA	NA	NA
3.A.6	Identify key relationships that provide support and guidance throughout puberty, including those with parents, family members, and trusted adults.	NA	NA	NA	NA	NA	NA	NA	NA
	B. HUMAN REPRODUCTION								
3.B.1	Define reproduction as the biological process by which a unique human life begins and grows.	NA	NA	NA	NA	NA	NA	NA	NA
	Define fertilization as the initiation of reproduction by the joining of a sperm and an egg,			NA	NA	NA	NA		NA

3.B.3	Define sexual intercourse and its role in fertilization.	NA	NA	NA	NA	NA	NA	NA	NA
3.B.4	Describe the physical changes that occur in fetal development from fertilization through birth, e.g., heartbeat, brain development, and fingerprints.	NA	NA	NA	NA	NA	NA	NA	NA
3.B.5	Discuss the importance of prenatal care and how it contributes to a healthy pregnancy.	NA	NA	NA	NA	NA	NA	NA	NA
3.B.6	Explain how fertility can be affected by age, environment and physical health.	NA	NA	NA	NA	NA	NA	NA	NA
	C. OPTIMAL SEXUAL ATTITUDES AND BEHAVIORS								
3.C.1	Define optimal sexual development as a process toward achieving health and well-being, influenced by sexual attitudes and behaviors.	V	V	V	<b>√</b>	V	V	V	V
3.C.2	Discuss how a healthy self-image and strong sense of self-worth can promote optimal sexual development and empower youth to make healthy decisions about sexual behavior.	V	V	V	<b>√</b>	V	<b>√</b>	V	V
3.C.3	Explain how exercising self-control over attraction and sexual desires helps promote optimal sexual development.	<b>V</b>	<b>V</b>	<b>✓</b>	V	V	V	<b>V</b>	<b>✓</b>
3.C.4	Discuss how there are many influences that positively or negatively impact sexual behavior, including biological, psychological, social, economic, cultural, political, ethical, legal, religious, and spiritual factors.	<b>&gt;</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	V	<b>✓</b>	<b>✓</b>
3.C.5	Explain how peer pressure, whether it is negative or positive, can have a significant impact on sexual attitudes and behavior.	<b>✓</b>	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	V	<b>✓</b>
3.C.6	Identify parents, family members or trusted adults who can provide guidance and support to discuss sensitive sexual health topics.	<b>✓</b>	V	<b>✓</b>	<b>√</b>	<b>&gt;</b>	<b>&gt;</b>	<b>V</b>	<b>✓</b>
3.C.7	Demonstrate the ability to evaluate and analyze information related to optimal sexual development, considering factors such as its source, validity, medical accuracy, bias or potential financial gain, and whether it aligns with personal values.	V	V	<b>✓</b>	V	<b>V</b>	V	V	<b>√</b>
3.C.8	Cite examples of how media, social media and technology can positively or negatively influence sexual attitudes and behavior.	<b>✓</b>		<b>✓</b>	<b>√</b>	<b>✓</b>	V		
3.C.9	Summarize research on the physical and emotional benefits of avoiding nonmarital sexual activity.	V	V	V	V	V	V	V	<b>✓</b>
Key Top	oic 4: Sexual Risks								
	A. AVOIDING SEXUAL RISKS								
4.A.1	(Middle School) Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body that can potentially result in pregnancy, STDs/STIs and/or emotional risks.			<b>✓</b>					<b>√</b>
4.A.1	(High School) Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body (such as outercourse, mutual masturbation, oral sex, anal sex, and vaginal intercourse) that can potentially result in pregnancy, STDs/STIs and/or emotional risks.			<b>✓</b>					<b>✓</b>
4.A.2	Discuss how avoiding nonmarital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual, and financial risks.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	V	V	<b>✓</b>
4.A.3	Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STDs/STIs and other risks.			<b>✓</b>					
4.A.4	Describe the concept of the "Success Sequence" and how avoiding early sexual activity has the potential to protect against negative life outcomes, including maternal and child poverty.	V	V	V	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>

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4.A.5	Analyze why many sexually active adolescents wish they had waited to have sex and how they can choose to avoid nonmarital sexual activity going forward.		<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>	
4.A.6	Describe the value of setting, communicating and respecting boundaries in order to avoid sexual activity.	<b>✓</b>	V	V		V	<b>✓</b>	V	V
4.A.7	Discuss refusal skills and behaviors that are required for avoiding nonmarital sexual activity, such as mutual respect, communication and assertiveness skills, impulse control, and the ability to maintain boundaries.	V	V	V	V	<b>✓</b>	<b>✓</b>	V	V
4.A.8	Explain how adolescent alcohol and illegal drug use increases vulnerability toward early sexual activity.		V	<b>✓</b>	<b>✓</b>	<b>√</b>		<b>V</b>	<b>✓</b>
4.A.9	Present research on (1) the addictive nature of pornography and how it can be avoided or overcome, and (2) the negative impact viewing pornography can have on the brain and potentially on sexual behavior.				V				
4.A.10	Review applicable state laws governing the age of sexual consent and how violating such laws can lead to serious legal consequences.	NA							
	B. TEEN PREGNANCY								
4.B.1	Explain how avoiding sexual activity is the only 100% effective way to avoid teen pregnancy.		V						V
4.B.2	Discuss the emotional, social, educational and financial impact of teen pregnancy on teen parents and their children.		V						V
4.B.3	State why contraception, when used consistently and correctly, can reduce but not completely eliminate the risk of pregnancy or STDs/STIs.		V	V					V
4.B.4	Describe different methods of contraception comparing their effectiveness, limitations, and potential side effects with typical human use.		V	<b>✓</b>					
4.B.5	List the legal options for those facing a teen pregnancy and their associated challenges.		<b>✓</b>						
4.B.6	Investigate the rights and responsibilities of teen fathers, including legal, financial and relational aspects		<b>✓</b>	V					
4.B.7	Explain how a parent, family member, or trusted adult can be a valuable resource and support for a teen facing an unplanned pregnancy.		V						
4.B.8	Explain what is needed to help teens who face a pregnancy overcome challenges, plan for a positive future and accomplish personal goals		<b>√</b>						<b>✓</b>
	C. STDs/STIs								
4.C.1	State that avoiding sexual activity is the only 100% effective way to prevent STDs/STIs.			V					<b>√</b>
4.C.2	Define STDs/STIs as infections or illnesses transmitted through sexual activity that can have short- and long-term health consequences and, in some cases, be life-threatening.			V					
4.C.3	List the major STDs/STIs, including HIV/AIDS, and describe their mode of transmission, symptoms, testing, and treatment.			<b>✓</b>					
4.C.4	Discuss how most STDs/STIs, when first contracted, are asymptomatic and can be spread unknowingly through sexual activity, and describe the associated health implications.			<b>✓</b>					
4.C.5	Explain the reasons why sexually active teens are at greater risk for STDs/STIs than adults, such as greater likelihood of more partners over a lifetime and biological vulnerability of young females.			<b>✓</b>					

4.C.6	Identify the potential negative health impact of STDs/STIs, including infertility, STD/STIrelated cancer, mother-to-infant transmission, and emotional or relational distress.			<b>√</b>					
4.C.7	Discuss reasons why rates of risk reduction, even with consistent and correct condom usage, vary for certain STDs/STIs, including whether they are transmitted by skin-to-skin contact or bodily fluid			<b>✓</b>					
4.C.8	Explain the limitations of condoms in reducing the risk of STDs/STIs, such as inconsistent or incorrect use, not covering infected areas, breaking or tearing, etc.			<b>✓</b>					
4.C.9	List other factors that may increase risk of contracting STDs/STIs, such as multiple partners, pre-existing STDs/STIs, alcohol or drug use, sexual abuse or violence.			<b>✓</b>		V			
4.C.10	Identify STDs/STIs for which vaccinations or preventative medications are currently available, (e.g., HPV, Hepatitis B, HIV), and that require parental and/or medical consultation.			<b>✓</b>					
4.C.11	State the importance of seeking advice from parents, family members or trusted adults for adolescents considering or involved in sexual activity.	<b>✓</b>	V	<b>✓</b>	<b>√</b>	<b>√</b>	V	<b>√</b>	V
4.C.12	Explain the importance for sexually active teens of (1) regular STD/STI screening for sexually active teens, (2) understanding diagnostic and treatment limitations, (3) communicating with their partners regarding their STD/STI status, and (4) avoiding future sexual activity.			<b>✓</b>		<b>✓</b>	V	<b>✓</b>	
	D. EMOTIONAL RISKS								
4.D.1	Explain the emotional benefits of avoiding nonmarital sexual activity.	V	<b>✓</b>	V	V	V	V	V	V
4.D.2	Articulate how the breakup of romantic relationships is frequently accompanied by strong feelings that can be amplified when sexual activity is involved.		V		<b>√</b>	V		<b>✓</b>	
4.D.3	Explain how teen sexual activity can lead to significant emotional health consequences, such as disappointment, regret, depression, suicidal ideation and suicide.	V	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	>	<b>✓</b>	V
4.D.4	State that condom and contraceptive use will not prevent the emotional consequences that can be associated with sexual activity			<b>✓</b>					<b>&gt;</b>
4.D.5	Identify other key relationships that can be negatively impacted when teens are involved in sexual activity, such as family, school and faith community connectedness.	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	V
4.D.6	State the importance of seeking support from a parent or trusted adult, or counselor if needed, for those who experience negative emotional consequences of sexual activity or related issues.	<b>✓</b>	V	<b>✓</b>	<b>✓</b>	<b>✓</b>	>	<b>✓</b>	V
4.D.7	Explain that a person who has had nonmarital sexual activity can decide at anytime to avoid it, receive the physical and emotional benefits of that choice, and should not be shamed by others.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
	E. SEXUAL ABUSE								
4.E.1	State that all individuals have the right to not have another person look at, photograph, or touch the intimate/private areas of their bodies, and should not be forced to look at (in person or digitally) or touch another person's intimate/private areas.	NA							
4.E.2	Define sexual abuse as (1) any adult sexual contact with a minor below the legal age of consent, or (2) sexual contact between adults or minors involving coercion, threat, or force, or (3) taking advantage of an individual's inability or ignoring their unwillingness to give consent.				<b>√</b>			<b>~</b>	

Describe how imbalances of power within sexual relationships due to, for instance, age, position, status, and ability to give consent, could be potentially used in a sexually abusive way.					V			✓	
List ways that different forms of sexual abuse (e.g., coercion, exploitation, sexual grooming, sex trafficking, transactions, oppression, harassment, and violence) can physically, mentally or emotionally harm a person.					✓			<b>~</b>	
Discuss typical characteristics of sexual abusers that can include familiarity to one's circle of family or friends, insistence on secrecy, use of pornography, threats of harm, and their own history of being sexually abused.					V			<b>V</b>	
Affirm that anyone who has experienced sexual abuse is not at fault and is not to be blamed or shamed.					<b>√</b>			<b>V</b>	
Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, trusted adult, or local authority.					<b>√</b>			<b>✓</b>	
Discuss situations and behaviors that increase one's vulnerability to sexual assault and abuse, such as alcohol and illegal drug use, unsafe environments, and not communicating or respecting boundaries.			<b>√</b>		<b>V</b>			<b>~</b>	
Identify state and federal laws related to age of consent, sexting, sexual harassment, sexual assault, rape, and sex trafficking.		NA	NA	NA	NA	NA	NA	NA	NA
Identify harmful cultural messages conveyed in music, movies, print media, social media, sexting and pornography that objectify or sexualize people, normalize sexual violence and exploitation, encourage teenage sex, and ignore negative consequences.					<b>✓</b>	<b>✓</b>		<b>~</b>	
Discuss potential negative consequences of sharing sexually explicit content (such as public embarrassment; bullying; exploitation; legal consequences; compromise of future college, career, or relationship opportunities).					V			<b>V</b>	
Identify the appropriate action to take when sexually explicit content is received, such as immediately informing a parent or trusted adult, and/or a school official.		<b>✓</b>	<b>✓</b>		<b>✓</b>			<b>✓</b>	
Explain how receiving payment or gifts for sex is harmful to a young person and can lead to physical violence and sex trafficking.		NA	NA	NA	NA	NA	NA	NA	NA
Identify trusted adults and professional resources to help those who have been sexually abused to heal physically, mentally and emotionally.		<b>✓</b>	V		<b>✓</b>			<b>√</b>	
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