

## **Goals, Objectives, and Curricula**

The East Lansing Public Schools (ELPS) Sex Education Advisory Board has recommended and the ELPS Board of Education has approved the following goals and objectives for the elementary, middle, and high school program of instruction in sexual health and HIV/AIDS education. The goals and objectives are aligned with state laws, Michigan Department of Education Health Standards, and National Health Education Standards.

### **Goal:**

Prepare students to form healthy relationships while making responsible decisions regarding the social, physical, legal, financial, emotional, and mental aspects of human sexuality and to provide students with the knowledge and skills to avoid unintended pregnancy, and to prevent infection with HIV and other sexually transmitted infections (STIs).

### **Objectives:**

The ELPS Sex Education Advisory Board has reviewed and recommended and the East Lansing Board of Education has approved the sex education and HIV prevention lessons that are optional portions of the *Michigan Model for Health™* and *Puberty: The Wonder Years™* curricula for implementation with students at each of the building levels. These curricula meet the criteria set forth by the State of Michigan for sexual health and HIV/AIDS education, Michigan Department of Health Standards, and National Health Education Standards.

The following objectives are based on the *Michigan Model for Health™* curricula for sexual health and HIV/AIDS education. At the end of the elementary, middle, and high school sexual health and HIV education program of instruction, students will be able to:

- Apply strategies to select peers to be friends or potential romantic partners and ways to build healthy relationships.
- Describe ways to communicate caring, love, and respect in a variety of relationships.
- Set personal limits for sexual activity.
- Explain the advantages of abstaining from sexual intercourse.
- Apply skills for talking about relationships and sexual issues with others.
- Describe ways to develop intimacy without having sexual intercourse.
- Describe the basic anatomy and physiology of the human reproductive system.
- Describe the stages of human fetal development, environmental and heredity factors that can affect healthy fetal development, and lifestyle choices that will favorably affect a developing fetus.
- Understand the facts about sexually transmitted infections (STIs), including HIV and AIDS.
- Analyze the physical, social, and emotional impact of having a STIs.
- Analyze sexual behaviors to determine their risk of transmitting HIV and other STIs.
- Analyze the influences that encourage and/or discourage risky behaviors.
- Apply strategies and skills for avoiding and escaping situations that could result in pregnancy or transmission of STIs.
- Assess the economic, legal, social, and emotional costs of teen parenting.
- Acquire the skills needed to reduce the risk of pregnancy or STIs, including correct use of condoms.
- Examine ways to locate and access resources, information, and support systems.
- Apply refusal and limit-setting skills with partners.
- Understand the advantages of getting tested for pregnancy and STIs.
- Develop plans for meeting personal goals and identify ways pregnancy or STIs might impact reaching those goals.

### **Grades 4, 5, and 6 Curriculum:**

#### ***Puberty: The Wonder Years (2021)***

This sexual health curriculum has sets of lessons specific to each grade level. HIV/AIDS is currently not taught at fourth grade, as this lesson is under revision. *Michigan Model for Health HIV/AIDS for 5<sup>th</sup> Grade* has one lesson. *Puberty: The Wonder Years* for sixth grade includes a lesson on HIV/AIDS. A description of the lesson objectives and materials can be found after this introductory section.

### **Grade 7-8 Curriculum:**

#### ***Growing Up and Staying Healthy: Understanding HIV and Other STIs (2010/12)***

This curriculum has been adopted as the HIV curriculum. It is recommended for grades 7 or 8, and is currently taught at seventh grade. A description of the lesson objectives and materials can be found after this introductory section.

### **Grade 9 Curriculum:**

#### ***Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 (2007)***

This curriculum is taught as part of the ninth grade health class. Students in grades 10, 11, and 12 may also take this class. A description of the lesson objectives and materials can be found after this introductory section.

### **Special Needs Students Curriculum for Special Education Classrooms:**

Curricula and supportive materials have been selected to meet the needs of students with developmental delays. This includes books, videos, and communication tools to support a variety of learning methods. The lessons and materials are designed to be flexible to assist parents and teachers in selecting what will be best for individual students. A description of the lesson objectives and materials can be found after this introductory section.

- **Grades 4 & Up: Marsh Media “A Girl’s Guide to Growing Up” and “A Boys Guide to Growing Up”**
- **Grades 6 & Up: Marsh Media “A Girl’s Guide to Puberty and Personal Safety” and “A Boy’s Guide to Puberty and Personal Safety”**
- **Grades 6 & Up: Positive Prevention PLUS “Sexual Health Education for Special Populations”**

### **Instruction**

Each ELPS teacher responsible for implementing the sex education program has the appropriate certifications and endorsements required to teach health, has received training about HIV/AIDS, and most have attended additional training offered by Eaton RESA in sex education and in the curriculum they are responsible for teaching.

Guest speakers may also be included in certain lessons. The ELPS Sex Education Advisory Board uses a set of criteria to evaluate whether to recommend guest speakers. Those criteria may be found in Appendix D.

### **ELPS Policy on Answering Student Questions During Sexual Health and HIV/Aids Education:**

Answering student questions is an integral part of instruction. This gives teachers another opportunity to provide students with accurate information and clear any misconceptions. Questions that pertain to the approved curriculum, media, and materials are answered. Questions that fall outside of these parameters may be answered in a developmentally appropriate and professional manner. If the answer to a question falls outside of information included in sex education under Michigan law, then the student is informed of this and encouraged to ask a family member and/or other trusted adult. For example, this would occur with questions about abortion as a form of birth control.