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Alignment of TEKS Objectives

Draw the Line/Respect the Line

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Curriculum Overview

Draw the Line/Respect the Line is an evidence-based curriculum that spans 6th-8th grade, for a total of 19 sessions. The goal of the program is to encourage abstinence and to increase condom use for those who are already sexually active. The main focus of the curriculum is setting, maintaining, and respecting sexual limits. Other topics covered include HIV/STIs, pregnancy, and non-sexual situations in which one might feel peer pressure.

Program Components

Students

- Grades covered: 6th-8th grade (3-year curriculum)
- Lessons:
 - 45-50 minutes long
 - Grade 6 has 5 lessons
 - Grade 7 has 7 lessons
 - Grade 8 has 7 lessons
 - Delivered in-person, with some video components and a guest speaker
- Learning activities include games, mini-lectures, brainstorming, small group work, an anonymous question box, videos, parent-child communication, and a guest speaker
- Lesson topics include abstinence, HIV and other STDs, pregnancy, and setting sexual limits

Parents

- Parent-child communication activities include discussion of cultural and family values, discussion of intention to avoid having sex, and discussion of HIV

Teacher and School Staff

- Classroom teachers or community-based educators who are familiar with the program content and are skilled in using interactive teaching methods can teach this program. ETR offers a three-day training of educators program. Educators will be provided a teacher's guide and students workbooks, and supplemental materials such as posters and pamphlets are available.



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Program Logistics

- Where to purchase: <https://www.etr.org/store/curricula/draw-the-line-respect-the-line/>
- Cost:
 - Print bundle (30 students): \$999.00
 - Digital bundle (3 year): \$1199.00
 - Training of Educators: \$999.00
- Format: Print or digital
- Program contact info:
 - Author: Karin K. Coyle, PhD, Senior Research Scientist at ETR
 - Program help request: <https://www.etr.org/ebi/about-us/program-support-help-request/>

Summary of Evaluation Findings

A randomized control trial of 19 California schools (Coyle et al., 2004), consisting of 2829 sixth graders, indicated that participation in DTL/RTL delayed sexual initiation for boys at each of the 1, 2 and 3-year follow-ups. Girls, however, did not report this delay in sexual initiation at any follow-up. Boys in the intervention group, but not girls, also reported greater HIV and condom-related knowledge, fewer peer norms supporting sex, more positive attitudes towards not having sex, and were less likely to place themselves in situations that could lead to sexual behaviors.

Key reference:

Coyle, K. K., Kirby, D. B., Marín, B. V., Gómez, C. A., & Gregorich, S. E. (2004). Draw the Line/Respect the Line: A Randomized Trial of a Middle School Intervention to Reduce Sexual Risk Behaviors. *American Journal of Public Health*, 94(5), 843–851.

<https://doi.org/10.2105/AJPH.94.5.843>

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Table 1. Program Overview: Grade 6

Lesson	Activity
1: Draw the Line/ Respect the Line	1.1. Introduction and Plan for the Day
	1.2. Dicho (Saying) for the Day
	1.3 Simon Says
	1.4 Where’s the Pressure?
	1.5 Where Do You Draw the Line?
	1.6 Closure and Family Activity
2: Steps for Drawing the Line- Part 1	2.1 Lesson 1 and Homework Review
	2.2 Plan for the Day
	2.3 Introduce Skill
	2.4. Introduce Steps for Drawing the Line
	2.5 Skill Demonstration Roleplay
	2.6 The Dare Roleplay
	2.7 Closure
3: Steps For Drawing the Line- Part 2	3.1 Plan for the Day
	3.2 Dicho (Saying) for the Day
	3.3 Skill Review and Practice
	3.4 Closure and Family Activity a. Lesson 3 Family Activity
4: The Roleplay Challenge	4.1 Lesson 3 Review
	4.2 Plan for the Day
	4.3 Changing the Subject and Walking Away
	4.4 Preparation for the Roleplay Challenge
	4.5 The Roleplay Challenge

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	4.6 Closure
5: Friends Respect the Line	5.1 Homework Review
	5.2 Plan for the Day
	5.3 Dicho (Saying) for the Day
	5.4 High Pressure Roleplay and Discussion
	5.5 Modeling Respecting the Line
	5.6 Student Roleplay Practice
	5.7 Closure

Table 2. Program Overview: Grade 7

Lesson	Activity
1: Welcome	1.1. Introduction and Plan for the Day
	1.2. Class Agreements
	1.3 <i>Draw the Line</i> Logo
	1.4 Dicho (Saying) for the Day
	1.5 What Makes It Hard to Say NO to Sex?
	1.6 Question Box and Closure
2: Reasons for Not Having Sex	2.1 Lesson 1 Review
	2.2 Plan for the Day
	2.3 Tina and Marco
	2.4. Closure
3: Handling Risky Situations	3.1 Lesson 2 Review
	3.2 Plan for the Day
	3.3 Warning Signs
	3.4 Risky Situations: Small-Group Activity

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	3.5 Closure and Family Activity
4: Drawing the Line in Situations That Could Lead to Sex	4.1 Lesson 3 and Homework Review
	4.2 Plan for the Day
	4.3 <i>Draw the Line</i> Review
	4.4 Demonstration Roleplays
	4.5 Student Roleplays
	4.6 Closure
5: STD Facts	5.1 Lesson 4 Review
	5.2 Plan for the Day
	5.3 STD Quiz
	5.4 Story About STD
	5.5 Quiz Review
	5.6 STD Info Homework
	5.7 Closure
6: STD and Relationships	6.1 Homework Review
	6.2 Plan for the Day
	6.3 <i>Draw the Line</i> Talk Show
	6.4 Student Roleplays
	6.5 Closure
7: Making a Commitment	7.1 Plan for the Day
	7.2 Dicho (Saying) for the Day
	7.3 <i>Draw the Line/ Respect the Line</i> Review
	7.4 How Do You Draw the Line?
	7.5 Question Box
	7.6 Good-Bye

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Table 3. Program Overview: Grade 8

Lesson	Activity
1: HIV and Teens	1.1. Introduction and Class Agreements
	1.2. Teens with HIV
	1.3 What's in It for You?
	1.4 Closure and Homework
2: Draw the Line Challenge	2.1 Lesson 1 and Homework Review
	2.2 Plan for the Day
	2.3 Training for <i>Draw the Line</i> Challenge
	2.4. <i>Draw the Line</i> Challenge Game
	2.5 Asking Questions
	2.6 Closure
3: Difficult Moments	3.1 Lesson 2 Review
	3.2 Plan for the Day
	3.3 Trina and Kashid
	3.4 Voting: Difficult Moments
	3.5 Homework: What Can You Do?
	3.6 Closure
4: Sticking to Your Limit	4.1 Lesson 3 Review
	4.2 Plan for the Day
	4.3 Homework and <i>Draw the Line</i> Review
	4.4 Practice, Practice, Practice
	4.5 Closure
5: Talking with a Person Who Has HIV	5.1 Lesson 4 Review
	5.2 Plan for the Day

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	5.3 Talking with a Person with HIV
	5.4 Homework: Re-Thinking My Feelings
	5.5 Closure
6: Reduce Your Risk	6.1 Lesson 5 and Homework Review
	6.2 Plan for the Day
	6.3 Methods of Protection
	6.4 Condom Demonstration
	6.5 Closure and Question Box
7: Staying Safe	7.1 Lesson 6 Review
	7.2 Plan for the Day
	7.3 Traffic Light
	7.4 Cold Shower
	7.5 Good-Bye

TEKS Objectives

- Coverage of the Texas Education Agency’s Texas Essential Knowledge and Skills, Reproductive and Sexual Health objectives is provided in the following pages. Tables 1-3 (above) indicate the lessons and activities of the DTL/RTL program. Table 4 (below) indicates the percentage of TEKS coverage across all lessons by grade.
- Definitions:
 - “Full TEKS coverage” indicates that the entire student expectation (SE) is explicitly covered, as written, in the curriculum.
 - “Partial TEKS coverage” indicates that at least one aspect of the SE is not covered or not explicitly covered in the curriculum.
- TEKS coverage was determined by consensus from two reviewers with relevant subject-matter knowledge. The full review protocol and a detailed review document for each curriculum is available upon **request**.

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**Table 4. Health TEKS Objectives, Reproductive & Sexual Health Strand
Full or Partial Coverage – By Grade**

6th grade: Middle School (6th Grade)	11%
7th grade: Middle School (7th – 8th Grade)	41%
8th grade: Middle School (7th – 8th Grade)	30%

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Grade 6

Middle School (6th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 5a. (20) Reproductive and sexual health--healthy relationships, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage			Instructor must cover this Student Expectation (SE).
(B) describe how friendships provide a foundation for healthy dating/romantic relationships			Instructor must cover this SE.
(C) list healthy ways to express friendship, affection, and love			Instructor must cover this SE.
(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility			Instructor must cover this SE.
(E) explain that each person in a dating/romantic [dating] relationship should be treated with dignity and respect			Instructor must cover this SE.
(F) describe how healthy marriages can contribute to healthy families and communities			Instructor must cover this SE.

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Table 5b. (21) Reproductive and sexual health--personal safety, limits, and boundaries, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse			Instructor must cover this SE.
(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking			Instructor must cover this SE.
(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation			Instructor must cover this SE.
(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult			Instructor must cover this SE.
(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships		X	Instructor must provide additional instruction to explain how a healthy sense of self and respecting decisions about safe boundaries and limits promotes healthy dating/romantic relationships.
(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships		X	Instructor must clarify how these identified skills can be applied in dating/romantic relationships.
(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing		X	Instructor must clarify that the refusal skills discussed are related to physical intimacy and can include holding hands, hugging, and kissing.

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Table 5c. (22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals			Instructor must cover this SE.
(B) describe the process, characteristics, and variations of the menstrual cycle			Instructor must cover this SE.
(C) analyze the role of hormones related to growth and development and personal health			Instructor must cover this SE.
(D) describe the cellular process of fertilization in human reproduction			Instructor must cover this SE.
(E) explain significant milestones of fetal development			Instructor must cover this SE.

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Table 5d. (23) Reproductive and sexual health--sexual risk, Middle School (6th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) identify teen pregnancy as a possible outcome of sexual activity			Instructor must cover this SE.
(B) identify life goals that one wishes to achieve prior to becoming a parent			Instructor must cover this SE.
(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity			Instructor must cover this SE.
(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age			Instructor must cover this SE.
(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent			Instructor must cover this SE.
(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age			Instructor must cover this SE.
(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity			Instructor must cover this SE.

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(H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values			Instructor must cover this SE.
(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault			Instructor must cover this SE.

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Grade 7

Middle School (7th – 8th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 6a. (20) Reproductive and sexual health--healthy relationships, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage			Instructor must cover this SE.
(B) explain how friendships provide a foundation for healthy dating/romantic relationships			Instructor must cover this SE.
(C) describe healthy ways to express friendship, affection, and love	X		
(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage			Instructor must cover this SE.
(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage			Instructor must cover this SE.

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(F) describe behaviors in dating/romantic relationships that enhance dignity and respect	X		
(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits			Instructor must cover this SE.

Table 6b. (21) Reproductive and sexual health--personal safety, limits, and boundaries, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse			Instructor must cover this SE.
(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking			Instructor must cover this SE.
(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation			Instructor must cover this SE.
(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence			Instructor must cover this SE.

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(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others		X	Instructor must provide additional instruction to explain the importance of reporting sexual harassment to a parent or trusted adult.
(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships	X		
(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships	X		
(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact		X	Instructor must provide additional instruction to explain why individuals have the right to refuse sexual contact.

Table 6c. (22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence			Instructor must cover this SE.

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(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse			Instructor must cover this SE.
(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead			Instructor must cover this SE.
(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Instructor must cover this SE.
(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment			Instructor must cover this SE.

Table 6d. (23) Reproductive and sexual health--sexual risk, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) explain how teen pregnancy is a possible outcome of sexual activity	X		
(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society	X		

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(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer			Instructor must cover this SE.
(D) describe various modes of transmission of STDs/STIs	X		
(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources			Instructor must cover this SE.
(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially		X	Instructor must list signs and symptoms for each of the listed STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis.
(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern		X	Instructor must specify that the aforementioned screening, testing, and treatment is also important during yearly physicals or if there is a concern.
(H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment		X	Instructor must provide additional instruction on a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support, for STD/STI testing and treatment.
(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression		X	Instructor must clarify that the aforementioned emotional risks apply to unmarried persons of school age, and include stress, anxiety, and depression.
(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent			Instructor must cover this SE.
(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age		X	Instructor must clarify that this SE applies to unmarried persons of school age.

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(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy			Instructor must cover this SE.
(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females		X	Instructor must explain the most common types of HPV with relation to the HPV vaccine mentioned, and explain that HPV is a virus that can cause genital warts and cervical cancer and other cancers in males and females.
(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement			Instructor must cover this SE.
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity			Instructor must cover this SE.
(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child			Instructor must cover this SE.
(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault			Instructor must cover this SE.

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8th Grade

Middle School (7th – 8th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 7a. (20) Reproductive and sexual health--healthy relationships, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage			Instructor must cover this SE.
(B) explain how friendships provide a foundation for healthy dating/romantic relationships			Instructor must cover this SE.
(C) describe healthy ways to express friendship, affection, and love	X		
(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage			Instructor must cover this SE.
(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage			Instructor must cover this SE.
(F) describe behaviors in dating/romantic relationships that enhance dignity and respect			Instructor must cover this SE.

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(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits

Instructor must cover this SE.

Table 7b. (21) Reproductive and sexual health--personal safety, limits, and boundaries, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse			Instructor must cover this SE.
(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking			Instructor must cover this SE.
(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation			Instructor must cover this SE.
(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence			Instructor must cover this SE.
(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others			Instructor must cover this SE.

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(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships			Instructor must cover this SE.
(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships	X		
(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact	X		

Table 7c. (22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence			Instructor must cover this SE.
(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse			Instructor must cover this SE.

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(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead			Instructor must cover this SE.
(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Instructor must cover this SE.
(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment			Instructor must cover this SE.

Table 7d. (23) Reproductive and sexual health--sexual risk, Middle School (7th – 8th Grade).

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) explain how teen pregnancy is a possible outcome of sexual activity	X		
(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society			Instructor must cover this SE.
(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer			Instructor must cover this SE.
(D) describe various modes of transmission of STDs/STIs	X		

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(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources			Instructor must cover this SE.
(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially		X	Instructor must provide additional instruction on signs and symptoms of trichomoniasis.
(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern		X	Instructor must specify that the aforementioned screening, testing, and treatment is also important during yearly physicals or if there is a concern.
(H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment		X	Instructor must provide additional instruction on a minor's right to consent under certain circumstances, and the importance of other trusted adult support for STD/STI testing and treatment.
(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression		X	Instructor must clarify that the aforementioned emotional risks apply to unmarried persons of school age, and include stress, anxiety, and depression.
(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent			Instructor must cover this SE.
(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age		X	Instructor must clarify that this SE applies to unmarried persons of school age.
(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy	X		

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Alignment of TEKS Objectives

Draw the Line/Respect the Line

(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females			Instructor must cover this SE.
(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement			Instructor must cover this SE.
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity			Instructor must cover this SE.
(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child			Instructor must cover this SE.
(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault			Instructor must cover this SE.

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Alignment of TEKS Objectives

Draw the Line/Respect the Line

Texas Education Code §28.004 Statutory Compliance

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements (see table 8) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 8. Texas Education Code §28.004 Statutory Compliance

Course materials and instruction must:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (2) Devote more attention to abstinence from sexual activity than to any other behavior;
- (3) Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (4) Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
- (5) Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.