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Alignment of TEKS Objectives

Positive Prevention Plus

(High School Edition V2)

Positive Prevention Plus (High School Edition)

Curriculum Overview

Positive Prevention Plus (High School Edition) is an evidence-based curriculum for 9th – 12th graders and out-of-school youth consisting of thirteen lessons. The version reviewed below is V2, which excludes discussion of abortion during Lesson 7 (Teen Pregnancy: Choices and Responsibilities). V1 provides the alternate version of Lesson 7 that includes discussion of abortion. Topics covered include preventing STIs and unplanned pregnancies, human trafficking, bullying, friendships, peer pressure, gender, and sexual orientation. Activities include family home assignments, group discussions, animated stories, activities, and daily worksheets. This curriculum was developed by teachers, uses Social Emotional Learning (SEL) strategies, and complies with National Health Education Standards, National Sexuality Education Standards and the California Healthy Youth Act.

Program Components

Students

- Grades covered: 9th – 12th grade, or out-of-school youth
- Lessons:
 - 30-45 minutes long
 - 13 lessons
 - Delivered in-person with semi-scripted lessons and colorful PowerPoint slides
- Learning activities include family home assignments, group discussions, animated stories, activities, and daily worksheets
- Lesson topics include HIV/AIDS, preventing STIs, preventing unplanned pregnancies, human trafficking, bullying, healthy relationships, peer pressure, goal setting, and risk reduction.

Parents

- Parent-child communication activities include discussion of learned material and parental values.

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. Cardea offers [virtual training courses](#) that span either two or four days, and the Positive

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Prevention Plus team offers in-person training courses. Contact trainings@PositivePreventionPlus.com for details.

Program Logistics

- Where to purchase: <https://4420--pp.rocketquotes.com/storefront/?r=1&i=&logged=true>
- Cost:
 - Print bundle (30 students): \$618.00
 - Training of Educators (in-person, up to 30 educators): \$3,500.00
 - Training of Educators (virtual): unknown
- Format: Print
- Program contact info:
 - Authors: Kim Robert Clark, DrPH; Christine Janey Ridley, RN, MEd
 - Program help request: <https://positivepreventionplus.com/contact-us/>

Summary of Evaluation Findings

A cluster randomized control trial of 21 California high schools evaluated an earlier iteration of the High School version of *Positive Prevention Plus (PPP)*. Compared to participants in the control group (n=1377), who did not receive human sexuality or pregnancy prevention instruction, participants of PPP (n=2113) were significantly less likely to have had sexual intercourse (b= -.04, p=.01) and to have had sexual intercourse without birth control (b= -.02, p=.01) at 6-month follow-up. However, there was no significant difference in pregnancy rates at 6-month follow-up.

Key reference:

LaChausse R. G. (2016). A Clustered Randomized Controlled Trial of the Positive Prevention PLUS Adolescent Pregnancy Prevention Program. *American Journal of Public Health*, 106(S1), S91–S96. <https://doi.org/10.2105/AJPH.2016.303414>

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Table 1. Program Overview

Lesson	Activity
1: Life Planning	1A. Introduction
	1B. Visualizing Your Future
	1C. Creating a Life Plan
	1D. Lesson Wrap-Up
2: Gender and Sexual Orientation	2A. Introduction
	2B. Gender and Sexual Orientation
	2C. LGBTQ+ Bias and Its Effects
	2D. Lesson Wrap-Up
3: Healthy Relationships	3A. Introduction
	3B. Love and Intimacy
	3C. Healthy Relationships
	3D. Lesson Wrap-Up
4: Relationship Abuse	4A. Introduction
	4B. Consent
	4C. Relationship Violence and Abuse
	4D. Protect Yourself
	4E. Lesson Wrap-Up
5: Human Trafficking	5A. Introduction
	5B. Human Trafficking
	5C. Sex Trafficking
	5D. Resources and Services
	5E. Lesson Wrap-Up
6: Preventing an Unplanned Pregnancy	6A. Introduction
	6B. Family Planning
	6C. Contraception and Community Services
	6D. Making Sexual Decisions
	6E. Lesson Wrap-Up

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7: Teen Pregnancy: Choices and Responsibilities	7A. Introduction
	7B. Prenatal Care and Parenting
	7C. Alternatives (safe surrender, adoption)
	7D. Decision-Making
	7E. Lesson Wrap-Up
8: The HIV/AIDS Epidemic	8A. Introduction
	8B. HIV/AIDS Definitions
	8C. HIV Transmission
	8D. HIV Disease and AIDS
	8E. The Treatment of HIV Disease
	8F. Persons Infected/Affected by HIV/AIDS
	8G. Lesson Wrap-Up
9: Preventing Sexually Transmitted Infections	9A. Introduction
	9B. Overview of Sexually Transmitted Infections
	9C. STI Symptoms and Testing
	9D. STI Game Show
	9E. Lesson Wrap-Up
10: Protection and Communication	10A. Introduction
	10B. Using Condoms Correctly and Consistently
	10C. External and Internal Condom Use
	10D. Condom Success and Failure Rates
	10E. Condom Negotiation Skills
	10F. Lesson Wrap-Up
11: Media and Peer Pressure	11A. Introduction
	11B. Media and Peer Pressures
	11C. Assertiveness and Negotiation Skills
	11D. Lesson Wrap-Up
12: Accessing Community Resources	12A. Introduction
	12B. How Diseases are Spread
	12C. Testing and Community Resources
	12D. Lesson Wrap-Up
13: Steps to Success	13A. Introduction

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	13B. Lifeline Review
	13C. Steps to Success
	13D. Personal Contract
	13E. Lesson Wrap-Up and Post-Test

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. Table 1 (above) indicates the lessons and activities of the PPP (High School) program. Table 2 (below) indicates the percentage of TEKS coverage across all lessons for Health I and Health II, respectively.
- 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**.

Table 2. Health TEKS Objectives, Reproductive & Sexual Health Strand Full or Partial Coverage – All Lessons	
9th – 12th Grade, Health I	77%
9th – 12th Grade, Health II	70%

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High School (9th – 12th Grade, Health I – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 3a. (18) Reproductive and sexual health--healthy relationships, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) analyze how friendships provide a foundation for healthy dating/romantic relationships			Instructor must cover this Student Expectation (SE).
(B) identify character traits that promote healthy dating/romantic relationships and marriage	X		
(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children			Instructor must cover this SE.

Table 3b. (19) Reproductive and sexual health--personal safety, limits, and boundaries, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) 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) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence	X		

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(B) analyze the characteristics of harmful relationships that can lead to dating violence	X		
(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse	X		
(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	X		
(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	X		
(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	X		
(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	X		

Table 3c. (20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) 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) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur		X	Instructor must identify the importance of obtaining early pregnancy testing.

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Table 3d. (21) Reproductive and sexual health--sexual risk, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) 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) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals	X		
(B) describe various modes of transmission of STDs/STIs	X		
(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	X		
(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms	X		
(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern	X		
(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression			Instructor must cover this SE.
(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs	X		

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(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active			Instructor must cover this SE.
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity			Instructor must cover this SE.

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High School (9th – 12th Grade, Health II – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 4a. (19) Reproductive and sexual health--healthy relationships, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage			
(B) analyze behaviors in romantic relationships that enhance dignity and respect	X		
(C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children			Instructor must cover this SE.

Table 4b. (20) Reproductive and sexual health--personal safety, limits, and boundaries, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) 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:			

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(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking	X		
(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	X		
(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk	X		
(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	X		

Table 4c. (21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) 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) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health			Instructor must cover this SE.
(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth		X	Instructor must list the factor of heredity as it pertains to fetal development.

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(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment

Instructor must cover this SE.

Table 4d. (22) Reproductive and sexual health--sexual risk, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) 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) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved	X		
(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer	X		
(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment	X		
(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females	X		
(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement	X		

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(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active			Instructor must cover this SE.
(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child			Instructor must cover this SE.
(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault		X	Instructor must investigate and summarize current laws related to sexual harassment and sexual assault.

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Texas Education Code §28.004 Statutory Compliance

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements (see table 5) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 5. 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.