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Alignment of TEKS Objectives Positive Prevention Plus (Middle School Edition)

Positive Prevention PLUS

(2021 Middle School Edition: America's Youth Version)

Curriculum Overview

Positive Prevention PLUS (Middle School Edition) is an evidence-based curriculum for 7th and 8th graders and out-of-school youth consisting of thirteen lessons. Topics covered include preventing STIs and unplanned pregnancies, HIV/AIDS, human trafficking, bullying, relationships, media and peer pressure, gender identity and sexual orientation, goal setting, and risk reduction. 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 is in compliance with National Health Education Standards and the California Healthy Youth Act.

Program Components

Students

- Grades covered: 7th grade, 8th grade, or out-of-school youth
- Lessons:
 - 30-45 minutes long
 - 13 lessons
 - Delivered in-person with semi-scripted lessons, colorful PowerPoint slides, and short animated videos
- 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, relationships, media and peer pressure, gender identity and sexual orientation, goal setting, and risk reduction.

Parents

- Parent-child communication activities include discussions 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 Prevention Plus team offers in-person training courses. Contact trainings@PositivePreventionPlus.com for details.

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Program Logistics

- Where to purchase: https://4420--pp.rocketquotes.com/storefront/f_product.htm?i=242329
- Cost:
 - **Complete Teacher Curriculum Binder and a Sample Workbook in English or Spanish:** \$359.00
 - **Classroom Kit (1 Curriculum, 30 student workbooks in English or Spanish, and 1 set heavyweight color-coded activity cards):** \$359.00
 - **Training of Educators (virtual):** \$300.00
- 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 controlled 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: Understanding Your Body	1A. Introduction
	1B. Sexual Development of the Human Body
	1C. External and Internal Structures
	1D. Menstruation
	1E. Emotional Changes
	1F. 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: Exploring Friendships	3A. Introduction
	3B. Friendship
	3C. Liking vs. Loving
	3D. Planning an Activity
	3E. Lesson Wrap-Up
4: Bullying and Abuse	4A. Introduction
	4B. Bullying
	4C. Protecting Yourself
	4D. Lesson Wrap-Up
5: Human Trafficking	5A. Introduction
	5B. Human Trafficking
	5C. Sex Trafficking
	5D. Resources and Services
	5E. Lesson Wrap-Up
	6A. Introduction

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6: Preventing an Unplanned Pregnancy	6B. Family Planning
	6C. Accessing Contraception
	6D. Choices About Having Sex
	6E. Lesson Wrap-Up
7: Teen Pregnancy: Choices and Responsibilities	7A. Introduction
	7B. Prenatal Care and Parenting
	7C. Additional Alternatives
	7D. Decision-Making
	7E. Lesson Wrap-Up
8: The HIV/AIDS Epidemic	8A. Introduction
	8B. HIV/AIDS Definitions
	8C. HIV Transmission
	8D. The Treatment of HIV Disease
	8F. Persons Infected/Affected by HIV
	8G. Lesson Wrap-Up
9: Preventing Sexually Transmitted Infections	9A. Introduction
	9B. Overview of Sexually Transmitted Infections
	9C. STI Testing
	9D. Lesson Wrap-Up
10: Recognizing and Reducing Risks	10A. Introduction
	10B. HIV Red Light Green Light
	10C. Universal Precautions
	10D. Latex Condoms
	10E. Lesson Wrap-Up
11: Media and Peer Pressure	11A. Introduction
	11B. Media and Peer Pressures
	11C. Assertiveness Skills Practice
	11D. Personal Escape Plans
	11E. Lesson Wrap-Up
	12A. Introduction

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12: HIV/STI Testing and Community Resources	12B. How Viruses Spread
	12C. Testing and Community Resources
	12D. Lesson Wrap-Up
13: Goal Setting	13A. Introduction
	13B. The Path to Personal Goals
	13C. Setting Goals for the Future
	13D. Personal Contracts
	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 (Middle School) program. Table 2 (below) indicates the percentage of TEKS coverage across all lessons for Middle School (7th – 8th 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](#).

Table 2. Health TEKS Objectives, Reproductive & Sexual Health Strand Full or Partial Coverage – All Lessons

Middle School (7 th – 8 th Grade)	81%
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Middle School (7th – 8th Grade) Reproductive and Sexual Health TEKS Objectives Review

Table 3a. (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		X	Instructor must include a comparison and contrast to infatuation.
(B) explain how friendships provide a foundation for healthy dating/romantic relationships	X		
(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		X	Instructor must include the evaluation of the importance of mutual respect, trust, support, and reliability in healthy dating/romantic relationships and marriage.
(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.

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Table 3b. (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		X	Instruction must explain emotional abuse and exploitation as forms of abuse.
(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking	X		
(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation		X	Instructor must define violence and isolation as characteristics of unhealthy or harmful relationships.
(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	X		
(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 explain the importance of reporting to a parent or another trusted adult specifically sexual harassment, and dating violence, involving self or others.
(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships	X		

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(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 explain the importance of why individuals have the right to refuse sexual contact.

Table 3c. (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		X	Instructor must compare and contrast emotional changes in males and females that occur during puberty and adolescence.
(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse		X	Instructor must specify the process of fertilization occurs between a man and a woman through sexual intercourse.

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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		X	Instructor must explain the environmental hazards such as lead as it relates to their harmful effects on the fetus.
(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	X		
(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 3d. (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		
(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	X		
(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	X		
(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		
(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 the importance of STD/STI screening, testing, and early treatment for sexually active individuals during yearly physicals.
(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 identify a minor's right to consent under certain circumstances.
(I) identify 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.
(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	X		
(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		
(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		
(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 include an explanation of the most common types of HPV as they relate to HPV vaccines'

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			transmission prevention, and include that HPV is a virus that can cause cervical and other cancers.
(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement			Instructor must include this SE.
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity			Instructor must include 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 include this SE.
(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault		X	Instructor must include the examination of the legal ramifications of sexual harassment as a sexual offense.

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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 4) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 4. 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.