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| High School Sexual Health Education Scope & Sequence Chart | | |
| A Family Life and Sexual Health education unit that includes HIV/AIDS prevention education is part of an approved health curriculum for the Highline School District. Independent reviews of **scientific evidence** show that well-designed and well-implemented HIV/STD prevention programs are effective in decreasing sexual risk behaviors among youth which can reduce the likelihood that teens are involved in an unplanned pregnancy or acquire an STD or HIV. The overall goal of sex education is safe and healthy people.  Below is an outline of the lessons that are taught in the Sexual Health Education Unit at the high school level. Parents/guardians can contact their child’s teacher for information on how to preview the actual content of the lessons. | | |
| **Lessons** | **FLASH Key Concepts Covered** | **Washington State Health Standards** |
| *FLASH Lesson 2: Reproduction System (Review)\*\** | * Pregnancy happens before a positive pregnancy test. | * Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa * Explain the role hormones play in sexual behavior and decision- making. H5.Se1.HS * Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb * Describe behaviors that impact reproductive health. H1.Se1.HSc * Describe steps of testicular self- exam and the importance of breast self-awareness.H7.Se1.HS |
| *FLASH Lesson 3: Pregnancy* | * Pregnancy happens before a positive pregnancy test. | * Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb * Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa |
| *FLASH Lesson 4: Sexual Orientation/Gender Identity* | * A person knows that they are gay, lesbian, bisexual, or straight because of how they feel, not because of who they have sex with. * Gender expression doesn’t determine sexual orientation. * Gay, lesbian, bisexual and straight teens need to learn about birth control and STD prevention * We don’t know why some people are gay, lesbian, bisexual and others are heterosexual. Or why some people are trans and others aren’t. * It is not okay to tease or hurt someone for being gay. * There are important ways to show respect to people who are gay, lesbian, bisexual and transgender. | * Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS * Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7 |
| *FLASH Lesson 5: Undoing Gender Stereotypes* | * There are lots of ways to be a guy or girl. * Gender expression doesn’t determine sexual orientation. | * Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7 * Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS |
| *FLASH Lesson 6: Healthy Relationships* | * There are laws about sex that everyone must follow. * Everyone has the right to say who touches their body and how. * It is never okay to touch someone else if they don’t want you to, or make them touch you. | * Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS * Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa * Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb * Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS * Analyze factors that can affect the ability to give or recognize consent to sexual activity.H2.Se5.HS * Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb * Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa |
| *FLASH Lesson 7: Coercion and Consent* | * Everyone has the right to say who touches their body and how. * It is never okay to touch someone else if they don’t want you to, or make them touch you. * If a person has been sexually abused or raped, it is important to tell an adult who can help. * There are laws about sex that everyone must follow. | * Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS * Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa * Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb * Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS * Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS |
| *FLASH High School Lesson 8: Online Safety - Sexual Violence Prevention*  [*http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-8/*](http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-8/) | * It is never okay to touch someone else if they don’t want to, or to make them touch you. * If a person has been sexually abused or raped, it is important to tell an adult who can help * There are laws about sex that everyone must follow * Consent is permission or agreement to engage in sexual activity. * It is not okay to tease or hurt someone for being gay. | * Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS * Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b * Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS * Advocate for violence prevention. H8.Sa3.HS * Evaluate societal influences on violence. H2.Sa3.HS * Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb * Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa |

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| *FLASH Lesson 9: Abstinence* | * Abstinence is just a word that means not having sex. * People choose to abstain from sex at different times in their life. * Abstinence is a 100% effective way to not get pregnant or catch an STD. * There are some important things people do to make abstinence work for them. | * Analyze how a variety of factors impact personal and community health. H2.W3.HS * Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb |
| *FLASH Lesson 10: Birth Control Methods* | * Condoms are good at preventing pregnancy, STDs and HIV * Birth Control is good at preventing pregnancy. * Birth control is very safe. * Many teens successfully use birth control. * Gay, lesbian, bisexual and transgender teens, like other young people, need to learn about birth control and STD prevention. | * Analyze how a variety of factors impact personal and community health. H2.W3.HS * Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa * Demonstrate steps to using a condom correctly. H7.Se4.HS |
| *FLASH Lesson 11: Preventing HIV and STDs \*\** | * Condoms are good at preventing pregnancy, STDs and HIV * People catch HIV and other STDs from someone else who has it, usually by having sex with them. HIV is also spread by sharing needles with someone who has HIV. * HIV is a virus that kills people. * You can prevent getting HIV and other STDs. * Most teens successfully use condoms. * Gay, lesbian, bisexual and transgender teens, like other young people, need to learn about birth control and STD prevention. | * Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa * Assess personal risk factors and predict future health status. H2.W2.HSb |
| *FLASH Lesson 12: Condoms for Pregnancy & Other STDs* | * Condoms are good at preventing pregnancy, STDs and HIV. * Most teens successfully use condoms. * Gay, lesbian, bisexual and transgender teens, like other young people, need to learn about birth control and STD prevention. | * Analyze how a variety of factors impact personal and community health. H2.W3.HS * Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa * Demonstrate steps to using a condom correctly. H7.Se4.HS |
| *FLASH Lesson 13: Testing for HIV (computer)\*\** | * The only way to know if you have HIV or other STDs is to get tested for them. * It’s important to treat everyone with respect, including people who have HIV and other STDs. | * Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa * Assess personal risk factors and predict future health status. H2.W2.HSb * Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS * Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS * Identify local youth-friendly sexual health services. H3.Se4.HS |
| *FLASH Lesson 14: Communication & Decision Making* | * Consent is permission or agreement to engage in sexual activity. | * Analyze how a variety of factors impact personal and community health. H2.W3.HS * Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS |
| *FLASH Lesson 15: Improving School Health\*\** | \*\*\*Could cover any of the above key concepts depending on which topic the group/person chooses to research. | * Analyze how a variety of factors impact personal and community health. H2.W3.HS |