

***Relationship Smarts PLUS SRA 5.0* Alignment with
Texas Essential Knowledge and Skills
Health I and II**

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HIGH SCHOOL (GRADES 9-12)

Rule §115.38 - Health I*(c) Knowledge and skills.*

1. Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. [Lesson 11](#) The student is expected to:
 - a. analyze health information based on health-related standards;
 - b. develop and analyze strategies to prevent communicable and non-communicable diseases; and
 - c. discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.
2. Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to: [Lessons 8, 9, and 12](#)
 - a. discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and [\[8.4 The Speaker Listener Technique –When Talking is Difficult; 9.1 Complain and Raise Issues Effectively 12.1 Child Looking for a Family\]](#)
 - b. analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution. [\[8.2 Patterns that Harm Relationships; 9.2 Hidden Issues Under Arguments; 9.3 A Problem-Solving Model\]](#)
3. Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to explain and demonstrate decision-making skills based on health information. [Lessons 6,7,11, and 13](#)
4. Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness. [\[Not covered in Relationship Smarts PLUS SRA. See Mind Matters for complimentary material\]](#)
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
 - a. discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others; and

- b. discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide. [Not Covered in *Relationship Smarts PLUS SRA*]
6. Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
 - a. evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;
 - b. compare and contrast the impact of healthy and unhealthy dietary practices; and
 - c. describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan. [Not Covered in *Relationship Smarts PLUS SRA*]
7. Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:
 - a. analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits; and
 - b. analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity. [Not Covered in *Relationship Smarts PLUS SRA*]
8. Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - a. evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods; and
 - b. evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions. [Not Covered in *Relationship Smarts PLUS SRA*]
9. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED). [Not Covered in *Relationship Smarts PLUS SRA*]
10. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
 - a. formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and **Lesson 6** [does not include information about gangs or weapons]
 - b. assess the dynamics of gang behaviors. [Not Included]

11. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. [Lessons 6 and 13](#) The student is expected to:
- develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and [\[13.1 Constantly Connected—For Better and Worse; 13.2 Relationships in the Digital World; 13.3 Pornography-Informed Decision-Making\]](#)
 - identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators. [\[6.6 Sex Trafficking—Prevention; 13.4 Cyberbullying\]](#)
12. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: [Lessons 6,7,12, and 13](#)
- research and analyze how exposure to family violence can influence cyclical behavioral patterns; [\[7.2 Sliding vs. Deciding and Relationships; 12.3 Child Speak—Brighter Futures\]](#)
 - create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and [\[13.4 Cyberbullying; 13.5 Designing a Personal Policy\]](#)
 - describe the ramifications of bullying behavior. [\[13.4 Cyberbullying\]](#)
13. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- examine examples of drug labels to determine the drug category and intended use;
 - identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and
 - develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
14. Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the interrelatedness of alcohol and other drugs to health problems. [Lessons 1 and 11 \[11.3 Alcohol and Drugs—Increasing the Risks\]](#)
15. Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and
 - explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)

16. Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;
 - design materials for health advocacy such as promoting a substance-free life; and
 - discuss ways to participate in school-related efforts to address health-risk behaviors. [Not Covered in *Relationship Smarts PLUS SRA*]
17. Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to: [Lessons 6 and 11](#)
- analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and [[11.5 Pressure Situations, Refusal Skills, & Exit Strategies](#)]
 - analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault. [[6.3 Violence: Why It Happens, What Helps, Signs of Greatest Danger](#); [6.4 Sexual Assault and Consent](#); [11.3 Alcohol and Drugs—Increasing the Risks](#)]
18. Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. [Lessons 1-5, 7, and 12](#) The student is expected to:
- analyze how friendships provide a foundation for healthy dating/romantic relationships; [[1.2 My Friends and My Future](#); [3.2 Relationship Pyramid](#); [3.3 The Chemistry of Attraction](#); [5.3 Having Fun](#)]
 - identify character traits that promote healthy dating/romantic relationships and marriage; and [Lessons 2, 4, and 5](#)
 - describe how a healthy marriage can provide a supportive environment for the nurturing and development of children. [Lessons 7 and 12](#)
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. [Lessons 6, 7, 10, and 11](#) The student is expected to:
- describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence; [[6.6 Sex Trafficking—Prevention](#)]
 - analyze the characteristics of harmful relationships that can lead to dating violence; [[6.2 Early Warnings and Red Flags](#)]
 - analyze healthy strategies for preventing physical, sexual, and emotional abuse; [[6.4 Sexual Assault](#); [7.2 Sliding vs. Deciding and Relationships](#)]
 - analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; [[6.5 Draw the line of Respect](#)]

- e. explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships; [11.5 Pressure Situations, Refusal Skills, & Exit Strategies]
 - f. examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; [10.4 Risks of Sliding—Benefits of Deciding; 10.5 Set Your Personal Line & Getting on the Same Page; 11.3 Alcohol and Drugs—Increasing the Risks; 11.4 My Personal Plan; 11.5 Pressure Situations and Assertiveness Skills]
 - 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; and Lessons 6, 10, and 11 [6.4 Sexual Assault; 6.5 Draw the Line of Respect]
 - 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. Trusted Adult Connections in Lesson 6
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 analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur. Lessons 11 and 12
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. Lesson 7, 10, 11, and 12. 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; [7.5 Pathways and Sequences Towards Success; 12.1 Child Looking for a Family; 12.3 Child Speak—Brighter Futures]
 - b. describe various modes of transmission of STDs/STIs; [11.2 STIs and HIV Are for Real]
 - c. investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; [11.2 STIs and HIV Are for Real]
 - 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; [11.2 STIs and HIV Are for Real; Does not include trichomoniasis]
 - 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; [11.2 STIs and HIV Are for Real]
 - f. analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; Lesson 10

- 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; [[11.1 Test Your Sex Smarts](#)]
- 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; [[Trusted Adult Connection in Lesson 11](#)]
- 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; and [[11.1 Test Your Sex Smarts](#)]
- j. explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity. [Lesson 12](#)

Rule §115.39 – Health II*(c) Knowledge and skills.*

1. Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - a. analyze the cost, availability, and accessibility of health care services;
 - b. analyze methods of overcoming barriers related to solving health problems; and
 - c. analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues. [Not Covered in *Relationship Smarts PLUS SRA*]
2. Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - a. evaluate positive and negative effects of various relationships on physical, emotional, and social health; [Lessons 6, 7, and 10](#)
 - b. apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and [Lessons 8-9](#)
 - c. evaluate the effectiveness of conflict resolution techniques in various situations. [Lessons 8-9](#)
3. Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to describe how internal and external factors influence self-esteem. [Lessons 1 and 2](#)
4. Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health. [Not Covered in *Relationship Smarts PLUS SRA*]
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
 - a. describe the impact of positive stress on building resiliency and promoting mental health and wellness;
 - b. discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness;
 - c. research and explain the behaviors associated with eating disorders and their impact on health;
 - d. discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and
 - e. research and discuss data on and prevalence of local, state, and national suicide rates among various groups. [Not covered in *Relationship Smarts PLUS SRA*. See [Mind Matters](#) for complimentary material]

6. Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to design a realistic, long-term personal dietary plan that promotes individual and family health. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
7. Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:
 - a. compare and contrast the impact of active and sedentary lifestyles on overall health; and
 - b. develop a physical fitness profile using appropriate technology. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
8. Healthy eating and physical activity--nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:
 - a. analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and
 - b. analyze marketing and advertising techniques in health product and service promotion. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
9. Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - a. research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and
 - b. create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
10. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)
11. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
 - a. discuss and evaluate ways to respond to harmful situations that involve weapons; and
 - b. develop educational safety models for children and adults for use at home, school, and in the community. [\[Not Covered in Relationship Smarts PLUS SRA\]](#)

12. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. *Lessons 11 and 13* The student is expected to:
- discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and [13.1 Constantly Connected—For Better and Worse; 11.2 Relationships in the Digital World; 11.3 Pornography—Informed Decision-Making]
 - assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments. [13.4 Cyberbullying]
13. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. *Lessons 6 and 13* [13.4 Cyberbullying] The student is expected to:
- identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and
 - promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.
14. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health;
 - analyze the importance of alternative activities to drug and substance misuse and abuse; and
 - identify individual and community protective factors and skills that prevent substance misuse and substance use disorders. [Not Covered in Relationship Smarts PLUS SRA]
15. Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community. [Not Covered in Relationship Smarts PLUS SRA]
16. Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse. [Not Covered in Relationship Smarts PLUS SRA]

17. Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;
 - analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and
 - design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors. [Not Covered in *Relationship Smarts PLUS SRA*]
18. Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids. [11.5 Pressure Situations, Refusal Skills, & Exit Strategies (General Refusal Skills only)]
19. Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage; [Lessons 8 and 9](#)
 - analyze behaviors in romantic relationships that enhance dignity and respect; and [Lessons 4-5 and 8-10 and 12-13](#)
 - examine how a healthy marriage can provide a supportive environment for the nurturing and development of children. [Lessons 7 and 12](#)
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:
- identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking; [Lesson 6](#)
 - 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; [Lesson 6](#)
 - discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk; [15.5 Pressure Situations, Refusal Skills, & Exit Strategies]
 - analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and [15.5 Pressure Situations, Refusal Skills, & Exit Strategies]
 - 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. [6.4 Sexual Assault; 6.5 Draw the Line of Respect]

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: [Lesson 3](#)
- analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health; [\[3.3 The Chemistry of Attraction\]](#)
 - list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth; and. [\[Not Covered\]](#)
 - describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment. [\[Not Covered\]](#)
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. [Lessons 3-7 and 11](#) The student is expected to:
- analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved; [\[Not Covered\]](#)
 - evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer; [\[11.2 STIs and HIV Are for Real\]](#)
 - 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; [\[Not Covered\]](#)
 - 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; [\[11.1 Test Your Sex Smarts\]](#)
 - 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; [\[11.2 STIs and HIV Are for Real\]](#)
 - 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; [Lessons 3-7 and 11 \[Abstinence information in 11.1 Test Your Sex Smarts\]](#)
 - 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; [Trusted Adult Connection Activities \(at the end of each lesson\)](#)
 - 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; and [Lesson 6](#)
 - investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault. [\[6.4 Sexual Assault; 6.6 Sex Trafficking—Prevention\]](#)