



# Puberty: the Wonder Years

**Synopsis, Learning Goals,  
and Student Learning Objectives**  
for Grades 4, 5, and 6  
2021 edition

[www.PubertyCurriculum.com](http://www.PubertyCurriculum.com)

## *Puberty: The Wonder Years*

### Grade 4 “I Wonder How Things Work”

#### Synopsis

“I Wonder How Things Work” is the introductory level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons suitable for students in fourth grade. Lessons for grades 5 and 6 are also available at [www.PubertyCurriculum.com](http://www.PubertyCurriculum.com). Synopsis “I Wonder How Things Work” begins by reminding students how much they have grown and changed since they were born, and how much more growing and changing lies ahead on their path to adulthood. Guidelines for a safe and productive classroom climate are introduced, and prior knowledge about puberty is assessed.

Students prepare to have ongoing discussions with their parents, caregivers, and other trusted adults about puberty. Next, students identify positive qualities about their families and prepare to express appreciation to two family members. The impacts of gender, roles, and stereotypes are discussed.

Students identify the normal social, emotional, and physical changes that occur during puberty and how individuals develop at different rates. The anatomy and physiology of the reproductive system is introduced. The unique hygiene needs that come with puberty are described. Students practice communication skills with their family members and peers. The emphasis is on communication with parents and other trusted adults about puberty.

#### Learning Goals and National Health Education Standards

| Learning Goals   | National Health Education Standard   |
|--|--|
| Students will engage in learning about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.  | <ul style="list-style-type: none"> <li>• Accessing Information</li> <li>• Interpersonal Communication</li> </ul> |
| Students will communicate with parents or other trusted adults about puberty so that they are continuing to build relationships with adults who can continue to be a support throughout adolescence.           | <ul style="list-style-type: none"> <li>• Accessing Information</li> </ul>  |
| Students will increase their understanding of the valuable contributions made by family members and/or other trusted adults so that they recognize the ways their family and community system provide support. | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Advocacy</li> </ul>                            |
| Students will increase their understanding of gender identity and expression so that they can enjoy respectful relationships with peers.   | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> </ul>         |
| Students will increase their understanding of the physical, social, and emotional changes that occur during puberty so that they are better prepared to navigate puberty.                                      | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Accessing Information</li> </ul>               |
| Students will be able to care for their bodies as they change during puberty, so they are better prepared to care for their changing bodies.   | <ul style="list-style-type: none"> <li>• Goal Setting</li> </ul>   |

## Lessons and Student Learning Objectives

### LESSON 1: A Climate for Growth

| Students will be able to: | OBJECTIVES   |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.</li> </ul>  |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.</li> </ul>   |

### LESSON 2: Families and Roles

| Students will be able to: | OBJECTIVES   |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Demonstrate ways to promote dignity and respect for all types of families by listing at least four characteristics that can make family members unique.</li> </ul>                                  |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate appreciation for family members and other trusted adults by listing at least four positive traits for each family member and communicating gratitude to two of these people.</li> </ul> |

### LESSON 3: Respecting Our Friends: Gender

| Students will be able to: | OBJECTIVES   |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Define at least three of five terms used to describe gender identity and gender expression during a matching game.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate the respectful use of at least two gender-related terms while discussing student scenarios that illustrate gender diversity with peers and include respectful body language, words, and tone of voice.</li> </ul> |

**LESSON 4: Puberty in Male-Bodied People**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>Describe at least five changes that typically occur in male-bodied people during puberty after viewing a video about puberty.</li> </ul>  |
|                                  | <ul style="list-style-type: none"> <li>Match at least four out of six terms for the anatomy of the male reproductive system by labeling a diagram.</li> </ul>  |
|                                  | <ul style="list-style-type: none"> <li>Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul> |

**LESSON 5: Puberty in Female-Bodied People**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>Describe at least five changes that typically occur in female-bodied people during puberty after viewing a video about puberty.</li> </ul>  |
|                                  | <ul style="list-style-type: none"> <li>Match at least five out of seven terms for the anatomy of the female reproductive system by labeling a diagram.</li> </ul>  |
|                                  | <ul style="list-style-type: none"> <li>Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul> |

**LESSON 6: Caring for the Changes**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>Explain ways to care for their bodies as they go through puberty by correctly identifying at least three challenges and solutions for personal hygiene.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>Make a plan for maintaining personal hygiene during puberty that includes at least four ways to care for their bodies.</li> </ul>                                  |

## *Puberty: The Wonder Years*

### Grade 5 “I Wonder What Is Happening to Me”

#### Synopsis

“I Wonder What Is Happening to Me” is the intermediate level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons suitable for students in fifth grade.

“I Wonder What Is Happening to Me” begins by reviewing prior knowledge about puberty and developing guidelines for a safe and productive classroom climate. Students learn about the anatomy and physiology of the reproductive system and the changes that occur during puberty. To care for their changing bodies, the students learn new personal hygiene and health habits. Students practice communicating with their family members and other trusted adults, and clarifying misinformation and promoting healthy behavior among their peers. Students learn about consent and how to respond in situations when consent is violated. The emphasis is on promoting respect for peers as they experience puberty, impressing young people with the awe and responsibility of becoming physically capable of reproduction, and the importance of reaching for their goals for the future.

#### Learning Goals and National Health Education Standards

| Learning Goals  | National Health Education Standards  |
|---|--|
| Students will engage in lessons about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.  | <ul style="list-style-type: none"> <li>• Accessing Information</li> <li>• Interpersonal Communication</li> </ul>           |
| Students will communicate with parents or other trusted adults about puberty so that they build relationships with adults who can continue to be supportive throughout adolescence.   | <ul style="list-style-type: none"> <li>• Accessing Information</li> </ul>  |
| Students will have an increased understanding of the physical, social, and emotional changes that occur during puberty so that they are better able to navigate puberty.  | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Accessing Information</li> </ul>                         |
| Students will explain the anatomical structures and functions of the reproductive system and ways to promote sexual health so that they are better informed and able to make safe and healthy choices.  | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Accessing Information</li> </ul>                         |
| Students will be able to develop a care plan for their bodies, so they are better prepared to care for their changing bodies during puberty.  | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Accessing Information</li> <li>• Goal Setting</li> </ul> |
| Students will increase their ability to participate in respectful treatment of peers and demonstrate respectful communication strategies when engaging with peers so that they can develop healthy and positive relationships with peers.                 | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> </ul>                   |
| Students will increase their understanding of consent including ways to communicate consent, and receive consent, and respond in situations where consent is not given or abuse occurs so that they are better able to avoid harassment and exploitation. | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> </ul>                   |

## Lessons and Student Learning Objectives

### LESSON 1: Ready, Set, Grow!

| OBJECTIVES   |
|--|
| <b>Students will be able to:</b>   |
| <ul style="list-style-type: none"> <li>• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.</li> </ul>   |

### LESSON 2: Puberty and the Male Reproductive System

| OBJECTIVES   |
|--|
| <b>Students will be able to:</b>   |
| <ul style="list-style-type: none"> <li>• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Describe five changes that typically occur in people assigned male at birth during puberty after viewing a video about puberty.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Identify terms for the anatomy of the male reproductive system by labeling a diagram, matching at least four out of six terms.</li> </ul>   |

### LESSON 3: Puberty and the Female Reproductive System

| OBJECTIVES   |
|--|
| <b>Students will be able to:</b>   |
| <ul style="list-style-type: none"> <li>• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Describe five changes that typically occur in people assigned female at birth during puberty after viewing a video about puberty.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Identify terms for the anatomy of the female reproductive system by labeling a diagram, matching at least five out of seven terms.</li> </ul>   |

#### LESSON 4: Reproduction

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | • Describe two key changes in puberty that indicate an individual is physically capable of becoming pregnant or getting someone pregnant. |
|                                  | • Explain the roles of eggs, sperm, and sexual intercourse in reproduction.   |
|                                  | • List ways pregnancy can occur by giving three examples.   |

#### LESSON 5: Personal Hygiene and Healthy Habits

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | • Distinguish between accurate and inaccurate sources of information about puberty by listing five or more accurate sources.          |
|                                  | • Develop a personal puberty plan to show their intent to implement personal hygiene and healthy habits.                              |
|                                  | • Identify benefits of delaying close sexual contact, including prevention of STIs and pregnancy by naming three benefits of waiting. |

#### LESSON 6: Social and Emotional Changes

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | • Identify six social and emotional changes and the role of hormones during puberty.  |
|                                  | • Demonstrate respectful communication and boundaries when responding to biographies about peers who are going through puberty. |

#### LESSON 7: Consent

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | • Explain consent, personal boundaries, and bodily autonomy by identifying their presence in scenarios and creating two cartoons to illustrate consent.   |
|                                  | • Identify situations where consent is violated and strategies for responding to uncomfortable or dangerous situations, including sexual harassment, by analyzing scenarios and naming three actions to take. |

## *Puberty: The Wonder Years*

### **Grade 6 “I Wonder What Happens Next”**

#### **Synopsis**

“I Wonder What Happens Next” is the highest level of the *Puberty: The Wonder Years* curriculum. Most schools will find these lessons most suitable for students in sixth grade.

“I Wonder What Happens Next” lessons begin with a review of prior knowledge about puberty and development of guidelines for a safe and productive classroom climate. Students learn about reproduction, reproductive anatomy and physiology, and the social-emotional changes in puberty. Students learn about consent and how to differentiate between respectful relationships versus disrespectful relationships; they learn ways friendships are similar and different from romantic relationships. Students practice interpersonal skills for respectful relationships and practice communication skills for risky sexual situations. Students learn about sexually transmitted diseases (STIs) and media literacy. They conclude by advocating for a bright future for themselves and their peers. The emphasis is on motivating young people to make behavioral choices that will keep themselves safe and healthy now and into the future.



## Learning Goals and National Health Education Standards

| Learning Goals  | National Health Education Standards  |
|---|--|
| Students will engage in lessons about puberty in a respectful manner using classroom guidelines and communication strategies that allow all learners to participate.  | <ul style="list-style-type: none"> <li>• Accessing Information</li> <li>• Interpersonal Communication</li> </ul>                 |
| Students will communicate with parents or other trusted adults about puberty so that they build relationships with adults who can continue to be supportive throughout adolescence.   | <ul style="list-style-type: none"> <li>• Accessing Information</li> </ul>  |
| Students will have an increased understanding of the physical, social, emotional, and cognitive changes that occur during puberty so that they are better able to navigate puberty and demonstrate respect for individual differences in development. | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Accessing Information</li> </ul>                               |
| Students will increase their ability to apply the principles of consent and demonstrate communication skills so that they are better able to form respectful peer relationships.  | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> </ul>                         |
| Students will increase their ability to identify interpersonal and sexual violence, so they are better able to seek help for themselves and others when needed.   | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> </ul>                         |
| Students will discuss the potential risks of behaviors, so they are better able to make a plan to avoid unintended pregnancy and sexually transmitted infections.   | <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Interpersonal Communication</li> <li>• Goal Setting</li> </ul> |
| Students will apply their media literacy skills to analyze media messages and online information about sexuality so that they are better able to understand media influences and access accurate information related to sexual topics.                | <ul style="list-style-type: none"> <li>• Accessing Information</li> <li>• Analyzing Influences</li> </ul>                        |

## Lessons and Student Learning Objectives

### LESSON 1: Growing Together

| OBJECTIVES                       |  |
|----------------------------------|--|
| <b>Students will be able to:</b> |  |
|                                  | <ul style="list-style-type: none"> <li>• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three communication skills that will support healthy relationships.</li> </ul>  |

### LESSON 2: How My Body Works

| OBJECTIVES                       |  |
|----------------------------------|--|
| <b>Students will be able to:</b> |  |
|                                  | <ul style="list-style-type: none"> <li>• Identify three physical changes that occur during puberty after viewing a video about puberty.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Name three ways puberty may vary among individuals through participation in discussion.</li> </ul>        |

### LESSON 3: Changing as We Grow

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | <ul style="list-style-type: none"> <li>• Identify three social, emotional, and cognitive changes that occur during puberty by sorting cards with characteristics of brain changes and social-emotional competencies.</li> </ul>                       |
|                                  | <ul style="list-style-type: none"> <li>• Display two communication skills by talking with a parent or other trusted adult about puberty using the first family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul> |

### LESSON 4: Healthy Relationships

| OBJECTIVES                       |   |
|----------------------------------|---|
| <b>Students will be able to:</b> |   |
|                                  | <ul style="list-style-type: none"> <li>• Analyze two similarities and two differences between friendships and romantic relationships by sorting characteristics into categories.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Describe three elements of consent and the impact using consent has on healthy relationships after viewing a video.</li> </ul>                     |

## LESSON 5: Relationship Challenges

| Students will be able to: | OBJECTIVES  |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>• Demonstrate two types of positive communication skills that will support healthy relationships after viewing a video.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate two strategies to communicate personal boundaries and two ways to honor the boundaries of others by discussing and rewriting student scenarios about consent and honoring boundaries.</li> </ul> |

## LESSON 6: Making Responsible Decisions

| Students will be able to: | OBJECTIVES   |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Define vaginal, oral, and anal sex after hearing a mini-lecture.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>• Compare and contrast three behaviors, including sexual intercourse and abstinence, to assess potential risks of pregnancy and STIs during class discussion of behaviors.</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>• Demonstrate two ways to communicate decisions about whether to engage in sexual behaviors by applying a model for decision-making.</li> </ul>                                       |

## LESSON 7: Sexually Transmitted Infections

| Students will be able to: | OBJECTIVES  |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>• Describe sexually transmitted infections (STIs), including HIV, and how they are and are not transmitted after viewing a video.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>• Describe the signs and symptoms, or lack thereof, of STIs while working in small groups to compile facts.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>• Discuss current biomedical approaches to prevent and treat STIs and HIV and why HIV can now be considered a chronic condition after viewing a series of videos and having class discussion.</li> </ul> |

**LESSON 8: Refuse or Report**

| OBJECTIVES<br>Students will be able to:   |
|---|
| <ul style="list-style-type: none"> <li>• Define four forms of interpersonal and sexual violence and describe their impacts on sexual health after analyzing a power and control wheel and viewing a series of video clips.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Demonstrate two positive strategies to use when negative or unwanted sexual behavior occurs, using refusal skills and reporting.</li> </ul>  |

**LESSON 9: Media and Information Literacy**

| OBJECTIVES<br>Students will be able to:  |
|--|
| <ul style="list-style-type: none"> <li>• Explain the impact that technology and media, including sexually explicit media, can have on one's body image and relationships by analyzing media samples.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Define accuracy and analyze accurate sources of information about puberty, adolescent development, and sexual health by using a formula to analyze websites.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Identify sources of support, such as trusted adults and community resources, they can go to if they or someone they know needs help by asking a trusted adult to help them analyze a website for accuracy.</li> </ul> |

**LESSON 10: Future Me**

| OBJECTIVES<br>Students will be able to:   |
|---|
| <ul style="list-style-type: none"> <li>• Define racism and intersectionality and describe their impacts on sexual health after viewing a series of video clips and engaging in class discussion.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Develop a plan to promote dignity and respect for everyone by identifying how to be an advocate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop a plan to promote sexual health by creating a vision board.</li> </ul>   |

## Add-On Lessons

These lessons are only to be used as a supplement to *Puberty: The Wonder Years*, not as stand-alone lessons. They are optional because they are not critical to the primary goals of *Puberty: The Wonder Years*. They extend the learning in the core lessons. Some have been included because the topics are often included in puberty education; others address issues that some, but not all, schools want to address. These lessons may be added to a curriculum subscription at any grade.

### LESSON A: Building Blocks of Life

| OBJECTIVES  |
|---|
| <b>Students will be able to:</b>  |
| • Describe prenatal development from a single cell to a complex organism.   |
| • Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity. |
| • Compare and contrast human body cells with reproductive cells.  |
| • Explain how sex is determined by the X and Y chromosomes received from the egg and sperm cells.                     |
| • Assess themselves for the presence of inherited traits.   |

### LESSON B: Dominant or Recessive? Identical or Fraternal?

| OBJECTIVES   |
|--|
| <b>Students will be able to:</b>   |
| • Explain the difference between dominant and recessive traits.  |
| • Draw diagrams that illustrate possible combinations of dominant and recessive traits in offspring.   |
| • Compare and contrast identical twins and fraternal twins.  |
| • Distinguish between the roles of heredity, environment, and lifestyle on their health by making a personal commitment to a healthy lifestyle choice. |

### LESSON C: Fetal Development

| OBJECTIVES  |
|---|
| <b>Students will be able to:</b>  |
| • Explain how heredity and environment impact fetal development.                                  |
| • Describe the developmental milestones of a developing fetus.                                    |
| • List factors that increase the likelihood of being able to bear healthy children in the future. |
| • Recommend lifestyle choices that will favorably affect a developing fetus.                      |

**LESSON D: New Life**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>• Compare and contrast reproduction in four types of animals by comparing how they are born, their gestation period, and resemblance to parents through large group reports and collaborative completion of a guided worksheet</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Describe three resources human parents and caregivers need in order to provide the care needed by human offspring.</li> </ul>   |

**LESSON E: Understanding Ourselves and Others: Gender and Sexual Orientation**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• Define and differentiate between gender identity and sexual orientation.</li> </ul>  |
|                                  | <ul style="list-style-type: none"> <li>• Identify credible sources of information, including trusted adults, whom students can ask questions about sexual orientation.</li> </ul> |

**LESSON F: Safe and Nurturing Touches Only**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• Describe the ways personal boundaries, bodily autonomy, and consent relate to touch after watching a video.</li> </ul>                                     |
|                                  | <ul style="list-style-type: none"> <li>• Define sexual abuse and factors that can affect a person's ability to give or perceive consent to sexual activity.</li> </ul>                              |
|                                  | <ul style="list-style-type: none"> <li>• Identify strategies a person could use to get help or leave a situation involving unwelcome touch, including continuing to tell trusted adults.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Explain why a person who has been the target of unwelcome touch, including sexual abuse, is never to blame for the actions of the perpetrator.</li> </ul>  |

**LESSON G: Preventing Pregnancy and STIs**

| <b>Students will be able to:</b> | <b>OBJECTIVES</b>   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• List at least four methods of short- and long-term contraception that are safe and effective and describe how to access them.</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Explain ways to eliminate or reduce the risk of unintended pregnancy and sexually transmitted infections.</li> </ul>                     |

## LESSON H: HIV and STIs

| <div>Students will be able to:</div> <div>OBJECTIVES</div>   |
|--|
| <ul style="list-style-type: none"> <li>• Describe sexually transmitted infections (STIs), including HIV, and how they are and are not transmitted.</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Describe the signs and symptoms, or lack thereof, of STIs.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Discuss current biomedical approaches to prevent and treat STIs and HIV and why HIV can now be considered a chronic condition.</li> </ul> |