

**HIV/AIDS PREVENTION EDUCATION CURRICULUM  
SCOPE AND SEQUENCE CHART**

<b>GRADE LEVEL</b>	<b>HIV Infection and the Disease AIDS</b>	<b>HIV/AIDS Is Preventable: Physical-Considerations</b>	<b>HIV/AIDS Affects Everyone: Mental and Social Considerations</b>	<b>HIV/AIDS Help Is Available</b>
<b>K</b>	The student will... -describe the differences between being healthy vs. being sick -differentiate between infectious/noninfectious diseases	The student will... -demonstrate healthy behaviors that lead to disease prevention -recognize the dangers of potentially hazardous substances	The student will... -respond appropriately to the approaches of people the student knows and does not know -develop positive social relationships within the family and community -experience success and positive feelings about self	The student will... -demonstrate when and where to go for help
<b>1</b>	-continue to differentiate between infectious/noninfectious diseases -know that HIV/AIDS is a serious disease	-continue to demonstrate behaviors that lead to disease prevention -know the benefits and dangers of drugs and household substances	-describe ways family members care for and help one another during times of wellness and sickness -experience continuing success and good feelings about self -demonstrate an awareness of and respect for the rights/feelings of others -continue to respond to the approaches of people he or she knows and does not know	-recognize feelings of wellness and will know to report symptoms of illness to responsible persons
<b>2</b>	-review the facts about HIV/AIDS as a serious infectious disease	-continue to practice good personal health habits -define drugs as substances	-continue to develop positive social relationships within the family and community -identify and demonstrate refusal skills	-name relatives, neighbors and individuals in the community who can fulfill the health needs of youth
<b>3</b>	-identify HIV/AIDS as a serious infectious disease	-state various ways the body may become diseased -recognize major organs and systems of the human body and describe their functions	-identify qualities of positive social relationships -recognize that family members are interdependent	-identify local resources that are available for help, information, and counseling

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<b>4</b>	-define and discuss basic information about HIV/AIDS	-identify good health habits and safety practices that contribute to wellness  -outline how systems of the body work together -explain personal behaviors necessary to help prevent disease and the possible consequences of unhealthy behaviors	-identify and practice behaviors that contribute to positive emotional growth and development -cite qualities and behaviors of being a friend -describe the characteristics of healthy family relationships	-identify local resources that provide information about infectious diseases
<b>5</b>	-define and discuss information about sexually transmitted disease and HIV/AIDS -explain how the HIV virus attacks the body's immune system	-identify the structure and function of the body systems and the changes that occur during puberty -recognize one's responsibility to others in the home, school, and community for the prevention and control of disease -discuss the effects of tobacco, alcohol, and other drugs on the systems of the body	-describe feelings and behaviors that demonstrate a sense of emotional well-being -recognize dangerous, threatening, or uncomfortable situations and how to reach to them	-list and locate sources help for substance use/abuse and resources for HIV/AIDS information
<b>6</b>	-recall basic facts about sexually transmitted diseases including HIV/AIDS -explain the concept of immunity, both natural and by means of vaccines	-explain the interrelationships of the functions performed by the body systems -identify choices which promote good health	-apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions -demonstrate ways to build good relationships and explain the importance of these relationships	-become aware of community, state, and national health-care and safety agencies and their functions

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<b>7</b>	-compare sexually transmitted diseases and HIV/AIDS	-explain behaviors that reduce risks for sexually transmitted diseases and HIV/AIDS	-differentiate between being pressured by peers and pressuring peers to behave in risky ways and know how to resist peer pressure	-summarize local resources for HIV/AIDS information
<b>8</b>	-describe the stages of HIV infection and AIDS -explain how a healthy immune system functions and what happens when the immune system is invaded by HIV	-review sexual and nonsexual high risk behaviors and steps to take to reduce these risks	-identify ways to strengthen self-concept and know stress-management skills	-discuss the responsibility of the media in giving accurate information about HIV/AIDS
<b>9</b>	-explain the scope/impact of HIV/AIDS infection in Virginia and the U.S. -differentiate between facts and myths associated with HIV/AIDS	-explain the most effective methods of preventing the spread of HIV/AIDS	-examine legal and ethical issues related to HIV/AIDS -discuss attitudes, risks, and behaviors of peers regarding HIV/AIDS issues -identify the impact of infection on people with HIV/AIDS	-survey the community for additional sources of information about HIV/AIDS and for the availability of support for people with HIV/AIDS
<b>10</b>	-know the basic information about sexually transmitted diseases including symptoms, transmission, and treatment -review the effects of HIV/AIDS on the immune system	-explain behavior that will prevent/reduce the transmission of HIV/AIDS and other sexually transmitted diseases	-explain the nature of HIV/AIDS in the United States and the world -examine emotional family issues of HIV infection and AIDS	-name and know how to use local, state, and national resources for HIV/AIDS information, help and counseling

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<b>11/12</b>	-compare past epidemics with the present-day HIV/AIDS epidemic	-know strategies for preventing or reducing the risk of infection with HIV/AIDS and other sexually transmitted diseases	-understand the physical, financial, legal, social, and emotional consequences of being infected with HIV/AIDS -know strategies for coping with HIV/AIDS and ways to show caring for a person with HIV/AIDS -examine the relationship between civil liberties and public welfare relative to HIV/AIDS -understand the effects of personal and social pressures on risky behaviors for HIV/AIDS	-know health services available for sexually transmitted disease and HIV/AIDS