

Curriculum: **Aspire** by **Scott Phelps**  
 Publisher, **A&M Resources** 2015 7th Ed.

*Aspire*  
**Title V (A-H) Table of Compliance**



<b>(A)</b>	<b>Aspire</b> has the exclusive purpose of helping teens understand the social, psychological, and health gains realized by abstaining from sexual activity until marriage. The central focus of the curricula to helps students discover for themselves that saving sex for marriage is the safest, healthiest lifestyle. <b>Aspire</b> uses interactive diagrams and activities to help students understand the consequences of sexual activity outside of marriage and the benefits of abstinence (Chapter 2).	<b>Chapter 2</b>
<b>(B)</b>	<b>Aspire</b> presents a clear and consistent message of abstinence until marriage and presents abstinence as the undisputed best choice for unmarried teens. Students are given factual information from the National Center for Health Statistics indicating the significant majority of high-school aged teens are not sexually active, and the clear message that this is the expected standard for high schools students. <b>Aspire</b> also challenges media images to the contrary. (Chapters 1,4,8).	<b>Chapters 1,4,8</b>
<b>(C)</b>	<b>Aspire</b> presents the latest facts and figures regarding the potential consequences of unwed pregnancy and sexually transmitted diseases along with diagrams, charts, and true life stories. Students are encouraged to consider the potential long term outcomes of different potential consequences of unwed teen pregnancy. Students are given the latest available data from the CDC regarding the spread of STDs and the message that abstinence is best way to avoid STDs (Chs 2,3).	<b>Chapters 2,3</b>
<b>(D)</b>	<b>Aspire</b> consistently teaches throughout the curriculum that marriage is the safest, healthiest context for all sexual activity, and that abstinence outside of that context is the expected standard for society. <b>Aspire</b> helps students understand that there is significant body of social science research indicating that marriage has substantial benefits for individuals as well as society. The purpose of <b>Aspire</b> is to teach the objective facts regarding the benefits of marriage so that students are able to make an informed decision regarding marriage. Chapter six is unambiguously entitled: <i>Marriage Rocks</i> (Chs 2,6).	<b>Chapters 2,6</b>
<b>(E)</b>	<b>Aspire</b> does not present abstinence as a contrast between “having sex,” vs. “not having sex,” but rather draws the more accurate contrast of “having sex outside of marriage,” vs. “having sex inside of marriage.” <b>Aspire</b> helps teens understand that abstinence education isn’t about not having sex, but rather it is about “having sex” in the safest, healthiest context – a marriage relationship. Outside the context of that marriage relationship the potential consequences include the psychological, physical, emotional and social (Chapters 1,2,3).	<b>Chapters 1,2,3</b>
<b>(F)</b>	<b>Aspire</b> uses real life stories, as well as factual objective information from the Centers for Disease Control and Prevention and the National Institutes of Health to teach teens about the significant consequences of sex outside of marriage. Students are encouraged to consider the various options that a girl and boy face once a pregnancy occurs. All of the options considered have consequences and students are encouraged to consider the difficult but often beneficial choice of adoption in such situation (Chapters 3,7).	<b>Chapters 3,7</b>
<b>(G)</b>	<b>Aspire</b> clearly teaches that alcohol or other drugs impair a person’s judgment and compromises the ability to resist pressure and make important decisions. Date rape, dating violence, and the role of drugs and alcohol in these situations are also discussed. Students are taught refusal skills including refusing to enter situations where alcohol and drugs are used. <b>Aspire</b> discusses the negative influence of media and pornography on teen decision making skills. (Chs 2,4,5).	<b>Chapters 2,4,5</b>
<b>(H)</b>	<b>Aspire</b> teaches the relationship between self-sufficiency and abstinence-until-marriage, and the benefits of delaying sexual activity until marriage. Students are taught the importance of developing character, self-control, and self-sufficiency as they prepare for adulthood, and possible future marriage. Research is included showing the relationship between abstinence, academic achievement, and improved life outcomes consistent with themes B1, B2, D1, D2, F1, and F2 (Chapters 1,5,8).	<b>Chapters 1,5,8</b>

Curriculum: <b>Game Plan</b> by Scott Phelps Publisher: <b>A&amp;M Resources 2016 5th Ed.</b>	<i><b>Game Plan</b></i> <i><b>Title V (A-H) Table of Compliance</b></i>	
<i>(A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;</i>	<b>Game Plan</b> teaches students that choosing to abstain from sexual activity until marriage is the healthiest choice they can make. True stories, as well as factual questions and answers are employed to further this message with students.	Ch 1, 3, 8
<i>(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;</i>	<b>Game Plan</b> helps students understand that abstinence until marriage is the healthy, normal, expected behavior for school age children, and that by abstaining from sexual activity outside of marriage, they will be able to develop healthier relationships that are not dependent upon sexual activity.	Ch 1, 6, 7
<i>(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problem;</i>	<b>Game Plan</b> clearly teaches students that abstinence until marriage is the safest, healthiest lifestyle, and that it is the only 100% guarantee against potential social, psychological, emotional and physical consequences of sex before marriage. All major sexually transmitted diseases, including HIV/AIDS are covered.	Ch 3,4
<i>(D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;</i>	<b>Game Plan</b> helps students consider the value of marriage for individuals, family and society as a whole. <b>Game Plan</b> approaches the topic of marriage with the understanding that many adolescents have not witnessed healthy marriages, either in their own families or through media portrayals of marriage, and that regardless of these factors they are nevertheless able to make choices that will enable them to have a happy, healthy marriage someday.	Ch 7
<i>(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;</i>	<b>Game Plan</b> teaches teens to think through all the possible consequences and harmful effects of sexual activity outside of marriage. In Chapter 5, students consider the emotional effects of engaging in premarital sexual activity including: guilt, regret, sadness, fear, loneliness and depression. Students are also encouraged and empowered to make different choices in the future if they have already engaged in sexual activity.	Ch 1, 3, 4
<i>(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the children's parents, and society;</i>	Chapter 3 of <b>Game Plan</b> provides a written exercise to help students think through the options, complications and difficulties should they become (or get someone) pregnant outside of marriage. This chapter also helps students to understand the consequences associated with each of the possible options for themselves, the child and society.	Ch 1, 3
<i>(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and</i>	<b>Game Plan</b> includes practical steps to resist pressure situations, including pressure regarding sex, alcohol, tobacco and other drugs. Students are given the opportunity in Chapters 3, 5, and 8 to write down and act out appropriate responses to pressure situations.	Ch 3, 5, 8
<i>(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.</i>	<b>Game Plan</b> helps students to think through their future goals and to understand that abstinence until marriage helps them to achieve these goals and to become self-sufficient, productive members of society.	Ch 1, 5, 7, 8

Curriculum: <b>Navigator</b> by Scott Phelps Publisher: <b>A&amp;M Resources 2016 6th Ed</b>	<i><b>Navigator</b></i> <i><b>Title V (A-H) Table of Compliance</b></i>	
<i>(A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;</i>	<b>Navigator</b> provides balanced instruction relating the social, psychological and health gains related to choosing sexual abstinence until marriage. Students are shown that the majority of high-school teens are not sexually active. Issues of sexual abuse are covered briefly in Chapter 3.	Ch 1, 3, 6
<i>(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;</i>	<b>Navigator</b> leads to the understanding that sexual abstinence is the healthiest choice for all students, including those who are, or have been, sexually active. Students are given thoughtful instruction in relationship education and how to evaluate an existing relationship.	Ch 3, 7
<i>(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problem;</i>	<b>Navigator</b> provides a straight-forward definition of abstinence that is inclusive. Factual information is shared with students that abstinence is the only 100% effective protection from the possible physical, emotional, mental and social consequences of sex before marriage.	Ch 2, 3, 4
<i>(D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;</i>	Students are taught that a mutually faithful monogamous relationship in the context of marriage is the highest level of commitment that two people can make in our society. Chapters 7 & 8 of <b>Navigator</b> teach students the benefits of healthy relationships and how to develop them.	Ch 3, 7, 8
<i>(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;</i>	<b>Navigator</b> clearly teaches the risks of sexual activity outside of marriage, including pregnancy, STDs/STIs, loneliness, worry, regret, conflict with parents/friends, etc. Abstinence is presented as the way to avoid potential negative outcomes. <b>Navigator</b>	Ch 3, 4
<i>(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the children's parents, and society;</i>	teaches that children born outside of a marriage relationship is the single greatest contributor to child poverty. <b>Navigator</b> cites a wide body of research showing that out-of-wedlock births have a significant impact on individuals and society. Chapters 5 & 6 in <b>Navigator</b> provide students with facts about teen risk-taking,	Ch 3
<i>(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and</i>	followed by instruction on the manner in which addictions develop and how students can make a plan to avoid those behaviors. The importance of healthy friendships and strong character are included as essential components to aid in resisting pressures. <b>Navigator</b> helps students to think about their life goals throughout the 8 sessions.	Ch 5, 6
<i>(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.</i>	Students identify those goals and then begin to explore how the decisions that they make today, including those about sexual activity, can impede or assist in the achievement of those goals.	Ch 3, 6, 7, 8

Curriculum: **Quest** by Scott Phelps  
 Publisher, **A&M Resources 2015 3rd Ed.**

*Quest*  
**Title V (A-H) Table of Compliance**



<p><b>(A)</b> has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;</p>	<p><b>Quest</b> presents a clear and consistent message of abstinence until marriage as the safest, healthiest choice for unmarried teens. Teens are given factual information indicating the significant majority of high-school aged teens are not sexually active, and the clear message that this is the expected standard for high schools students.</p>	<p><b>Ch</b> <b>1,2</b></p>
<p><b>(B)</b> teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;</p>	<p><b>Quest</b> consistently teaches the importance of abstinence as the best choice even for those teens who are now, or have been sexually active in the past. <b>Quest</b> helps students recognize that choosing friends who support the decision for abstinence can greatly increase the chances of success reintroduction to abstinence.</p>	<p><b>Chs</b> <b>2,4,5,6</b> <b>,7,8</b></p>
<p><b>(C)</b> teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;</p>	<p><b>Quest</b> helps students to consider the long term outcomes of unwed teen pregnancy, for girls, for guys, and for society. <b>Quest</b> presents the latest data from the CDC to help teens understand the current epidemic of STDs in the US.</p>	<p><b>Chs</b> <b>1,4,5,6</b> <b>,7</b></p>
<p><b>(D)</b> teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;</p>	<p><b>Quest</b> consistently teaches that marriage is the safest, healthiest context for all sexual activity, and that abstinence outside of that context is the expected standard for society. <b>Quest</b> helps students understand the objective benefits of marriage for individuals and society. Chapter seven entitled: <i>Future Focus</i> teaches the benefits of marriage.</p>	<p><b>Chs</b> <b>2,5,6,7</b> <b>,8</b></p>
<p><b>(E)</b> teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;</p>	<p><b>Quest</b> teaches teens about the larger sociological implications of abstinence and marriage for the benefit of society and individuals. <b>Quest</b> teaches the emotional/psychological effects of sexual activity and thus abstinence as freedom. <b>Quest</b> makes the connection between abstinence, academic achievement, and future life outcomes.</p>	<p><b>Chs</b> <b>2,4,7</b></p>
<p><b>(F)</b> teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society</p>	<p><b>Quest</b> teaches that bearing children out of wedlock has significant consequences for children and that waiting for marriage to bear children has benefits for the child, the couple and society at large. <b>Quest</b> draws on recent research showing that premarital sexual activity and childbearing have significant ramifications for individuals and society.</p>	<p><b>Chs</b> <b>1,2,4,5</b> <b>,6,8</b></p>
<p><b>(G)</b> teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and</p>	<p><b>Quest</b> teaches teens to choose good friends and to avoid high risk environments where drugs and alcohol may be available. Teens are taught refusal skills and the importance of learning to anticipate and resist pressures toward alcohol, tobacco and other drugs. Teens are taught to develop a strategy for resisting pressure and exiting the environment.</p>	<p><b>Chs</b> <b>1-8</b></p>
<p><b>(H)</b> teaches the importance of attaining self-sufficiency before engaging in sexual activity.</p>	<p><b>Quest</b> teaches that abstinence from sexual activity prior to marriage can help students prepare for healthy relationships, including marriage, in the future.</p>	<p><b>Chs</b> <b>2,4,5,</b> <b>6, 8</b></p>