

# *Comprehensive Sexual Health Education Instructional Materials Review 2026*

## HIV/AIDS

**Year Published/Revised:** 2012

**Publisher:** Baylor College of Medicine

**Website:** [HIV/AIDS](#) | [BioEd Online](#)

**Full or Supplemental:** Supplemental

**Grade Level:** 6–12

**Student Population:** General

**Duration/Number of Lessons:** Five activities, length varies

**Format and Features:** Digitally available: five activities, readings, and facilitators guide.

**Materials Provide Support for online or in-person learning:** Yes

**Available in Multiple Languages:** No, only available in English.

**Evidence-based/informed:** Not evident

**National Standards Alignment:** No

**Consistent with WA Health Education Standards?** Yes

**Consistent with Comprehensive Sexual Health Education Law?** No – materials outdated

**Consistent with AIDS Omnibus Act?** No – several materials outdated

**Inclusive Materials/Strategies:** No

**Bias-Free Materials:** No



## Primary Subject Areas and Topics Required by Law:

- ☐ Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- ☐ Growth and Development/Puberty
- ☐ Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- ☐ Prevention (general)
  - ☒ HIV/AIDS Prevention
  - ☐ Pregnancy Prevention
  - ☐ STD Prevention
  - ☐ Health Care and Prevention Resources
- ☐ Healthy Relationships (general)
  - ☐ Affirmative Consent
  - ☐ Bystander Training
  - ☐ Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
  - ☐ The development of meaningful relationships and avoidance of exploitative relationships
  - ☐ Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

## Reviewer Comments:

### Med. Acc. Reviewer ID 416

Very in-depth look at HIV/AIDS. After completing the curriculum students should definitely have a well-rounded and profound knowledge of HIV/AIDS. Some of the material, particularly the text may be better suited to high school students to better understand the material. However, the group and arts and crafts portion are well suited for 6-8th graders. Therefore, I think the curriculum can be used for 6-8th graders if re-worked a little due to the complexity and advanced topics and themes covered in most of the text. Otherwise, highly accurate and useful information.

### Med. Acc. Reviewer ID 415

Recommend updating HIV resources – Ex: <https://www.hiv.gov/hiv-basics/overview/history/hiv-and-aids-timeline> ; <https://www.std.uw.edu/> (Instead of Portrait of a Killer Essay <https://www.bioedonline.org/tasks/render/file/index.cfm?fileID=A143FDF9-F1AC-3507-2DA563AFEE34A8CD> from 2012) –



Outdated stats: from BioEd Online in curriculum slide from Activity 5. States that  $\frac{1}{4}$  new HIV infections is among youth ages 13-24 (This has now changed to about  $\frac{1}{2}$ ) By age group, in 2022 people aged 13 to 34 accounted for more than half (56%) of the 37,981 new diagnoses. (<https://www.hiv.gov/hiv-basics/overview/data-and-trends/statistics>)

#### **Med. Acc. Reviewer ID 414**

The information was all very scientifically accurate, but very high level and dry. I wouldn't use this in the average classroom in high school. I also didn't see much address on transmission and prevention (no conversation about contraception/barrier methods). I would have liked things to be presented in a more simplistic way unless this is for a biology class! I didn't find the material very accessible.

#### **Reviewer ID 402**

These five-lesson related to HIV/AIDS are very scientific and activity-based. The lessons are clearly written, including PowerPoints, worksheets, and lists of materials needed for teachers to facilitate the activities. Despite the information being factual and science-driven, it is a little out of date, since it was published in 2012 and no data has been updated since. The lessons also use sex-based language that doesn't account for gender expansiveness or sexual fluidity (it uses terms like male/female and homo/heterosexual without acknowledging trans and gender expansive folks or other sexual orientations aside from homo and hetero). In doing so, these lessons could alienate some students and fail to account for rising rates of HIV infection among LGBTQ+ populations that don't fit within these boxes. Additionally, the lessons barely touch on prevention methods, instead focusing on the structure and spread of HIV. I think that parts of these lessons could be used in science classes to supplement other sexual health information that is more focused on prevention and the socio-cultural history and context of the spread of HIV.

#### **Reviewer ID 411**

The BioEd Online HIV/AIDS curriculum is a scientifically thorough resource about the HIV virus and transmission. While the curriculum is listed for grades 6–12, the depth of content about viral replication, disease transmission, and public health policy, requires a baseline understanding of DNA and microorganisms that may be too advanced for middle schoolers or a standard wellness course. Additionally, while the lessons are highly educational, the ""variable length"" of the five units suggests a time commitment of at least five full 45 to 60-minute class periods, which may exceed the time allotted for HIV/AIDS instruction within a comprehensive sexuality education curriculum. The primary strengths of this curriculum lie in its instructional clarity and detail, especially in lesson activities that use hands-on simulations to help students conceptualize viral replication and disease transmission. For a science-heavy elective, these materials offer a high level of academic engagement and a solid foundation in public health response.



However, the curriculum has notable weaknesses regarding its age and practical application in a current health classroom. Having been published in 2012, the materials are historically accurate but significantly outdated regarding recent medical advancements. It lacks information on current HIV/AIDS management, including minimal information about PrEP (pre-exposure prophylaxis), PEP (post-exposure prophylaxis), and updated global statistics (included stats are almost 20 years old). Furthermore, the significant time requirement and the heavy focus on molecular biology may make it difficult to integrate into a comprehensive curriculum for educators that need to cover the broader social and preventative aspects of comprehensive sexual health.

#### **Reviewer ID 403**

As a nurse, some of the information is a little outdated (advancements in knowledge, treatment, etc. since 2012). This is a deep dive for 9th through 12th graders. While many could manage the depth of scientific data, others who are not as mature I feel would disrupt the more studious students that this would actually be fascinating for. There are good models and activities, but it is light on any other STI and their disease processes and especially lacking in prevention

#### **Reviewer ID 405**

This HIV/AIDS lesson is primarily a biology lesson, with explanations of viral structure, immune system impact, and epidemiological concepts. It has interactive classroom activities and teacher supports. However, it is entirely outdated, using early-2000s statistics and missing major advances in HIV treatment/prevention. It contains stigmatizing and outdated language (e.g., “homosexual activity,” “drug addicts”) and is not aligned with contemporary public health messaging around HIV/AIDS. It lacks practical information on how to access testing, how to talk to partners, and what prevention looks like today (missing information on PrEP, PeP and frames treatment as expensive/hard to access). It is perhaps scientifically informative but not inclusive, accurate, or empowering for students.

#### **Reviewer ID 413**

This was a BioEd Online course that could be used throughout the whole class or for self-paced, individualized instruction. The lessons would be most appropriately taught in a high school life science classroom rather than in health class. There are three science lessons that have students create a model of an HIV particle then copy the spread of an HIV particle to calculate exponential growth. The two final lessons focus on mapping the spread of HIV throughout the world by demographic and then focuses on the impact to the United States. The materials included articles, handouts and graphic organizers. There were no video or audio components, thus missing an opportunity to engage students in other learning modalities. This curriculum material focuses more on data and scientific understanding of HIV and does not address prevention.

