

MAKING MORE HUMANS

Beyond *the standard.*

Making More Humans meets all 166 NSES 2nd Edition indicators – then goes substantially further with **14 additional subject areas** the standards don't require.

166

NSES standards fully met

14

Subject areas beyond what NSES requires

6

Modules · Ages 7 through adulthood

FOUR THINGS THAT MAKE THIS CURRICULUM STRUCTURALLY DIFFERENT

Embryology First

Variation is biological fact before it is ever a social topic. No other sex ed curriculum starts here.

One Brain-Science Framework

The Smart Brain / Survival Brain model runs through every module as a single interpretive spine.

Full Lifespan Coverage

From fertilization through menopause and aging – not just reproductive years.

Three-Level Workbook

Identify, Interpret, Integrate. Standards are met through student-generated responses.

14 SUBJECT AREAS TAUGHT THAT THE STANDARDS DON'T REQUIRE

Embryology
2 lessons

Brain Science
Framework

Limerence vs.
Healthy Love

Attachment
Theory

Pregnancy
Loss

Infertility
+ ART

Sexual Pleasure
+ Response

Perimenopause
+ Menopause

Aging +
Lifespan

Technology +
Digital Brain

DSDs +
Chromosomal
Conditions

Reproductive
Justice

Medical
Advocacy

Evidence
Literacy

How to Read This Document

The National Sex Education Standards (NSES 2.0) represent the national consensus on what students should know and be able to do across seven topic areas, from Kindergarten through Grade 12. Making More Humans meets all 166 applicable indicators – but it doesn't stop there.

This document maps **what the standards require** against **what Making More Humans actually delivers**, topic by topic. In almost every area, the curriculum goes substantially further: deeper content, more clinical detail, additional subject areas the standards don't address at all, and a pedagogical approach that is distinct from any other sex education program on the market.

*Most sex education curricula are organized around behaviors to avoid. **Making More Humans** is organized around the biology of what you are – starting from the moment a single cell divides. That foundational shift changes everything that follows.*

Part 1: Beyond The Standards

The seven NSES topic areas are: **Anatomy & Physiology, Puberty & Adolescent Development, Gender Identity, Sexual Orientation, Consent & Healthy Relationships, Sexual Health, and Interpersonal Violence**. Everything in this section exists entirely outside those seven areas.

1. Embryology and Human Development

An Entire Foundational Module · Lessons 2.1 and 1.1-1.2

- How a single cell becomes a trillion-cell human being through mitosis and meiosis
- The three embryonic layers (endoderm, mesoderm, ectoderm) and what each builds
- Conceptional vs. gestational age, and why doctors count pregnancy the way they do
- Fetal milestones trimester by trimester — including when the heartbeat starts vs. when neurological awareness begins
- Why variation in development is biologically expected, not exceptional
- Chromosomal crossing-over and why no two humans are genetically identical

Why this matters: Embryology gives students a clinical framework for understanding everything that comes later — anatomy, puberty, pregnancy, pregnancy loss, infertility, and developmental differences. Without it, sex education is a list of facts with no underlying logic. With it, students understand why their bodies work the way they do.

2. Differences in Development

DSDs, Genetic Conditions, Limb Differences · Lesson 2.2

- Differences of Sexual Development (DSDs) — explained embryologically, not as anomalies
- Neural tube defects (spina bifida) and cleft lip/palate — the science of how faces and spines form
- Limb differences — why they happen and how the body compensates
- Chromosomal conditions (Down syndrome, Turner syndrome, Klinefelter syndrome, Triple X, Jacob's syndrome)
- When surgical intervention is medically necessary vs. when it is not
- Dignity, respect, and how to talk about body differences without othering

3. Brain Science: The Smart Brain / Survival Brain Framework

Introduced in Lesson 1.7, referenced in every subsequent module

- The prefrontal cortex (Smart Brain) vs. the limbic system (Survival Brain) — what each does
- The three F's: fight, flight, freeze — and when each is adaptive vs. maladaptive
- The Pleasure Center and dopamine — how the reward system works and how it can be hijacked
- Neuroplasticity — the brain's lifelong capacity to rewire through habit and practice
- How puberty involves a literal brain remodel — the Great Remodel analogy
- How the Survival Brain explains limerence, attachment patterns, addiction, and online behavior

Why this matters: This framework becomes the interpretive lens for consent (why pressure works on the Survival Brain), pornography (why it hijacks the reward system), relationship dynamics (why the anxious-avoidant cycle is a Survival Brain loop), and medical advocacy (why patients go along with things they don't understand).

4. Technology, Dopamine, and the Digital Brain

Lesson 2.10

- How game designers and social media platforms exploit dopamine loops to create compulsion
- The dopamine crash — why students feel empty or bored after screens
- Super-normal stimuli — why digital experiences are more intense than anything evolution prepared us for
- Digital footprints — the permanence of online activity and why it matters at age 14 and at age 40
- The Golden Rule for photos: would I be comfortable if my parent, future employer, or anyone saw this forever?

5. Limerence vs. Healthy Love

Lesson 4.3

- Limerence — the clinical term for the obsessive infatuation phase — its neurological basis and typical duration (18 months to 3 years)
- Why limerence feels like love but is actually a Survival Brain alarm about uncertainty
- The 'Lightning Bolt Myth' — why media-promoted instant, overwhelming attraction is a warning sign, not a goal
- Why calm and safe feels 'boring' to a nervous system calibrated to chaos — and why that calibration can be changed
- The difference between someone who excites you and someone who is actually good for you

6. Attachment Theory and Attachment Styles

Lesson 4.6

- Secure, anxious, and avoidant attachment styles — how early experiences shape adult relationship patterns
- The anxious-avoidant chase — why opposites attract and why that combination is difficult
- Leaky boundaries vs. healthy fences — the yard and fence metaphor
- The biological case for a 30–60 day no-contact rule after a significant breakup
- Red flags (danger) vs. yellow flags (emotional unavailability) — and how to tell the difference

7. Emotional Regulation and Internal Resilience

Lesson 4.1

- The Internal Shield — a framework for self-worth that is not contingent on external validation
- The Creek Metaphor — how to process difficult emotions without suppressing or drowning in them
- Emotional trauma as a medical abscess — why avoidance makes it worse and processing heals it
- The difference between healthy self-esteem and ego fragility
- Normalizing therapy and emotional maintenance as a lifelong practice — not a crisis response
- DENIAL: Don't Even Notice I Am Lying — how self-deception works and how to catch it

8. Pregnancy Loss

Lesson 5.8

- Why 50–66% of all early pregnancies end in loss — chromosomal incompleteness as the mechanism
- Why early pregnancy loss is not caused by stress, heavy lifting, or anything the parent did
- Why a baby is not in pain during an early loss — the neuroscience of when awareness begins
- The Two Truths framework: holding grief and biological understanding simultaneously
- What happens to the pregnant person's body and why medical follow-up matters
- How to support a friend who has experienced a loss without trying to fix their grief

9. Infertility and Assisted Reproductive Technology

Lesson 5.7

- PCOS — the hormonal mechanism, the 'string of pearls' on ultrasound, and treatment approaches
- Endometriosis — why it takes an average of 7–10 years to diagnose, and how to advocate for faster diagnosis
- Male factor infertility — older paternal age and DNA fragmentation, not just sperm count
- The IVF process in clinical detail — stimulation, retrieval, fertilization, transfer, cryopreservation
- IUI vs. IVF — the distinction and when each is appropriate
- Gestational carriers vs. traditional surrogacy — the legal and biological difference
- Embryo donation — the 'Snowflake Baby' concept and how it extends kin selection
- The Slope vs. Cliff concept — why age and fertility decline gradually, not suddenly at 35

10. Sexual Pleasure and Response

Lesson 5.9

- The four-stage sexual response cycle in clinical detail
- The clitoris as the only organ in the human body designed entirely for pleasure — its full internal anatomy
- Why vaginal orgasm is uncommon and what the anatomy explains about that
- Dr. Emily Nagoski's Accelerator and Brake model — how the brain simultaneously accelerates and inhibits sexual response
- Why physical arousal (erection, lubrication) is a reflex — not consent, not desire, not readiness
- Nervous system flexibility — how people with spinal cord injuries or disabilities can experience intimacy
- Why urinating after sex protects anatomy — the clinical reason
- How media (including violent or degrading content) trains the brain to conflate arousal with danger

11. The Full Human Lifespan — Perimenopause, Menopause, and Aging

Lesson 5.12

- Perimenopause — the 'Reverse Puberty' — hormonal volatility, sleep disruption, brain fog, mood changes
- Why the 2002 WHI study on HRT was misinterpreted — and what the corrected research says
- The Grandmother Hypothesis — why post-reproductive life is biologically purposeful, not a failure
- Testosterone decline in men — gradual and healthy, not a cliff
- Dementia vs. normal aging — why they are not the same and what the research shows
- The Happiness J-Curve — why people report peak happiness in their 60s and 70s
- Why STI screening still matters in your 60s — and the statistics that prove it

12. Preventative Healthcare and Health Equity

Lesson 5.2

- The Weathering Hypothesis — how chronic discrimination from racism accelerates biological aging at a cellular level
- Social Determinants of Health — how neighborhood, food access, stress, and income change the body
- Racial disparities in maternal mortality — and why they persist regardless of income
- Reproductive Justice (SisterSong, Loretta Ross) — the framework and its three rights
- Intersectionality (Kimberlé Crenshaw) — how overlapping identities create unique experiences of advantage and disadvantage
- Reactive vs. preventative medicine — and why the 'oil change' approach saves lives
- The specific screening timeline for your 20s, 30s, 40s, and beyond
- What to do when a doctor dismisses your concern — the clinical advocacy playbook

13. Being Your Own Medical Advocate

Lesson 6.2

- How to prepare for a medical appointment: writing down symptoms, priorities, and questions beforehand
- The difference between a 'nice' doctor and a competent one — and how to find the latter
- Why patients remember only 15% of what happens in a medical visit — and what to do about it
- How to ask for a second opinion without feeling like you're insulting your doctor
- Knowing your own medical history: medications, doses, allergies (and the difference between anaphylaxis and itchy eyes)
- Specific scripts: what to say when dismissed, when confused, when you want more time
- The right to your own medical records and how to use them

14. Evidence Literacy in the Digital Age

Lesson 6.1

- Correlation vs. causation — and why confusing them leads to dangerous decisions
- Relative risk vs. absolute risk — why 'doubles your risk' is almost always misleading
- The placebo effect — what it is, why it is real, and why it doesn't prove a treatment works
- Randomized controlled trials — what makes them the gold standard and what makes them harder to understand
- The 'Secret Doctors Don't Want You to Know' red flag — why institutional conspiracy theories are implausible
- How social media algorithms create false consensus around fringe health ideas
- A practical Smart Brain checklist for any viral health claim

Part 2: Side-by-side Comparison

The following table shows, topic area by topic area, where Making More Humans goes beyond the minimum requirements of the standards.

| TOPIC AREA | NSES 2.0 REQUIRES | MAKING MORE HUMANS ALSO PROVIDES |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anatomy & Physiology | <ul style="list-style-type: none"> • Medically accurate names • Internal/external structures • Natural variations (intersex, intact/circumcised penis) | <ul style="list-style-type: none"> • Homologous anatomy — clitoris/penis, ovaries/testicles share the same embryonic origin • Pelvic floor anatomy in clinical detail • Endometriosis and common misdiagnosis • Testicular self-exam technique • Pap smear and what it screens for • Pelvic bowl bones and their functions |
| Puberty & Development | <ul style="list-style-type: none"> • Physical, emotional, cognitive changes • Role of hormones • Hygiene during puberty | <ul style="list-style-type: none"> • Tanner Stages — the clinical framework doctors use • Kisspeptin — the specific hormone that triggers puberty onset • Hormone blockers — what they do and whether they are reversible • Menstrual cycle science in depth (follicular/luteal phases, corpus luteum) • Cervical mucus as a cycle tracking tool |
| Gender Identity | <ul style="list-style-type: none"> • Define gender identity, expression, and sexual orientation • Cisgender, transgender, nonbinary, genderqueer • Dignity and respect for all genders | <ul style="list-style-type: none"> • Fetal brain development timeline vs. anatomical development — explaining why they can differ • DSD embryology as the scientific basis for understanding gender variation • Four-Bucket Framework (biological sex, gender identity, gender expression, sexual orientation) as a teaching model |
| Sexual Health | <ul style="list-style-type: none"> • Contraception methods • STIs including HIV • Pregnancy options (parenting, adoption, abortion) • Consent to healthcare services for minors | <ul style="list-style-type: none"> • Full infertility curriculum (PCOS, endometriosis, male factor, ART) • Pregnancy loss — cause, biology, grief support • Sexual pleasure and response — full clinical detail • Reproductive Justice framework (Loretta Ross, SisterSong) |

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| TOPIC AREA | NSES 2.0 REQUIRES | MAKING MORE HUMANS ALSO PROVIDES |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Intersectionality in healthcare (Kimberlé Crenshaw) • The Weathering Hypothesis • Safe Haven laws (state research activity) • Perimenopause and menopause • Aging and sexual health across the lifespan |
| <p>Consent & Healthy Relationships</p> | <ul style="list-style-type: none"> • Define consent, boundaries, bodily autonomy • Healthy vs. unhealthy relationships • Power dynamics • Communication skills • Decision-making frameworks | <ul style="list-style-type: none"> • Limerence vs. healthy love — neurological basis • Attachment theory (secure, anxious, avoidant styles) • The anxious-avoidant chase • Love bombing and cycle of abuse in clinical detail • The Sunk Cost Fallacy in relationships • The 'You Are Already Complete' framework — not looking for a 'soulmate' • Family meeting structure as a communication tool • The No Test (revealing character early in a relationship) |
| <p>Interpersonal Violence</p> | <ul style="list-style-type: none"> • Define sexual violence, harassment, stalking, dating violence • Sex trafficking and grooming • Bystander intervention • Community resources | <ul style="list-style-type: none"> • Upstander culture — extending bystander skills to online spaces • SANE nurse role and what happens in the ER after assault • Why survivors are not believed — and how to respond supportively • The Broken Record technique for persisting when not heard • Sextortion — the legal and personal consequences • Algorithm-enabled sexualization of young people |

No NSES Category

Not addressed in any NSES topic area

- Embryology — 2 full lessons
- Differences in development (DSDs, chromosomal conditions, limb differences)
- Brain science — Smart Brain / Survival Brain framework
- Neuroplasticity
- Technology and the digital brain
- Preventative healthcare and the screening timeline
- Medical advocacy — how to navigate the healthcare system
- Health literacy — evaluating evidence in the digital age
- Pregnancy loss (miscarriage)
- The full lifespan — perimenopause, menopause, aging

Making More Humans meets every
standard and goes beyond.