

Sample Table Showing Curriculum Mapped to Education Code

# California Comprehensive Sexuality Education Standards High School

## Growth, Development and Sexual Health

Purple - Mandated HIV (Education Code 51934)		Making Healthy Choices	Positive Prevention
Green - Mandated Comprehensive Sexuality Education (Education Code 51933)			
<b>1: Essential Concepts</b>			
1.1.G	Describe physical, social, and emotional changes associated with being a young adult.	Life Cycle, Module 1, Lesson 4 – Mod 3, Lesson 1-2	
1.2.G	Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting. (Assumed requirement, as understanding the reproductive system is essential in understanding how pregnancy occurs.)	Life Cycle, Mod 2, Lesson 1	
1.3.G	Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. (51933.b.7 – Respect for marriage AND committed relationships – as a means of limiting sexual partners)	Relationships, Module 2 Families, Module 1	
1.4.G	Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy. (51933.b.8 -Value of abstinence in preventing STD/pregnancy) (51934.b.3 - Emphasize sexual abstinence, monogamy, avoiding multiple partners and abstinence from intravenous drug use are most effective ways to prevent HIV)	Life Cycle, Mod 1, Lesson 3	Lesson 4, pages 121-206; Lesson 6, page 240
1.5.G	Summarize fertilization, fetal development, and childbirth.	Life Cycle Gender, Mod 1, Lesson 1	
1.6.G	Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law. (51933.b.12/1255.7 Law on surrendering custody of a minor child 72 hours or younger.	Families, Mod 2, Lesson 3	
1.7.G	Describe the short- and long-term effects of HIV, AIDS, and other STDs. (51934.b.2 –Nature of HIV/AIDS and effects on the human body)	Sexual Health, Mod 3, Lesson 3	Lesson 1, pages 21-38; Lesson 4, pages 121-206
1.8.G	Analyze STD rates among teens.	Sexual Health, Mod 2, Lesson1	Lesson 2, pages 44-45
1.9.G	Explain laws related to sexual behavior and the involvement of minors.		
1.10.G	Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	Life Cycle, Mod 3, Lesson 1-3 Gender-Attraction	
1.11.G	Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	Families, Mod 2, Mod 3	
1.12.G	Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. (51933.b.8-10 -EFFECTIVENESS and SAFETY for all FDA approved methods for reducing the risk of STDs, pregnancy) (51934.b.3 HIV.)	Sexual Health Unit, Mod 4, Lesson 1	Lesson 4, pages 173-175 (optional)
<b>2: Analyzing Influences</b>			
2.1.G	Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.		
2.2.G	Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.	Gender Unit Attraction Unit Relationships, Mod 1, Lesson 1,- Mod 2, Lesson 2-3	Lesson 5, pages 213-215
2.3.G	Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.	Introduction, Lesson 4 Attraction, Mod 1, Lesson 1	Lesson 5, pages 213-215

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2.4.G	Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy. (51934.b.6 -Development of refusal skills in overcoming peer pressure)	Sexual Health, Mod 4, Lesson 2	Lesson 5, pages 217-235
2.5.G	Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	Introduction, Lesson 4 Gender Attraction, Mod 1, Lesson 1-2 Relationships, Mod 1, Lesson 2	Lesson 5, pages 207-215
<b>3: Accessing Valid Information</b>			
3.1.G	Analyze the validity of health information, products, and services related to reproductive and sexual health.		
3.2.G	Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care. (51933.b.9 -Information on local resources for testing and medical care for STDs), (51934.b.5 Local resources for HIV testing and medical care)	Sexual Health, Mod 1, Lesson 2	Lesson 4, pages 175-181
3.3.G	Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. (51933.b.8-10 -EFFECTIVENESS and SAFETY for all FDA approved methods for reducing the risk of STDs, pregnancy)(51934.b.3 -HIV.)	Sexual Health, Mod 4, Lesson 1	Lesson 4, Pages 173-181
3.4.G	Evaluate laws related to sexual involvement with minors.		
<b>4: Interpersonal Communication</b>			
4.1.G	Analyze how interpersonal communication affects relationships.	Relationships, Mod 3	
4.2.G	Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy. (51933.b.11 -Skills for making and implementing responsible decisions about sexuality), (51934.b.6 -Refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high risk activities.)	Sexual Health, Mod 4, Lesson 2	Lesson 5, pages 217-235
4.3.G	Demonstrate effective communication skills within healthy dating relationships.	Relationships, Module 3	Lesson 5, pages 217-235
<b>5: Decision Making</b>			
5.1.G	Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners. (51933.b.8 -Value of abstinence in preventing STD/pregnancy), (51934.b.3 -Emphasize sexual abstinence, monogamy, avoiding multiple partners and abstinence from intravenous drug use are most effective ways to prevent HIV) (51933.b.11 -Skills for making and implementing responsible decisions about sexuality), (51934.b.6 -Refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high risk activities.)	Sexual Health, Mod 4, Lesson 1, 2	Lesson 2, pages 39-47 Lesson 4, page 122 Lesson 6, pages 238-240

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5.2.G	Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. (51933.b.11 -Skills for making and implementing responsible decisions about sexuality), (51934.b.6 -Refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high risk activities.)	Relationships, Mod 2	Lesson 4, pages 217-235
5.3.G	Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.	Exploitation and Violence, Mod 3, Lesson 2 – Mod 4, Lesson 1-2	
5.4.G	Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy. (Explain how HIV/STDs are and are not transmitted – information on sexual behaviors/activities) (51933.b.9 -Include how STDs are and are not transmitted), (51934.b.2 - Information on the manner in which HIV is and is not transmitted, including information on the activities that present highest risk of HIV infection ) (51933.b.9 – How STDs are and are not transmitted.) (51934.b.2 – Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.)	Sexual Health, Mod 2 and Mod 3	Lesson 2, pages 39-77; Lesson 4, pages 121-170; Lesson 6, pages 239-240
5.5.G	Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	Introduction, Lesson 5 Relationships, Mod 2, Lesson 4	
5.6.G	Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.	Introduction, Lesson 5 Relationships, Mod 2, Lesson 4	
5.7.G	Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention. (51933.b.8 -Value of abstinence in preventing STD/pregnancy), (51934.b.3 -Emphasize sexual abstinence, monogamy, avoiding multiple partners and abstinence from intravenous drug use are most effective ways to prevent HIV) (51933.b.11 -Skills for making and implementing responsible decisions about sexuality), (51934.b.6 -Refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high risk activities.)	Sexual Health, Mod 4, Lesson 1	Lesson 4, pages 173-181
<b>6: Goal Setting</b>			
6.1.G	Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.	Sexual Health, Mod 3, Lesson 3	Lesson 1, pages 21-36
6.2.G	Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.	Sexual Health, Mod 4, Lesson 3	Lesson 6, pages 251-253
<b>7: Practicing Health-Enhancing Behaviors</b>			
7.1.G	Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).	Families, Mod 2, Lesson 2	Lesson 6, pages 251-253
<b>8: Health Promotions</b>			
8.1.G	Encourage and support safe, respectful, and responsible relationships.	Relationships	

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8.2.G	Advocate the respect for and the dignity of persons living with HIV or AIDS. (51934.b.7 -Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.)	Sexual Health, Mod 3, Lesson 3, 4	Lesson 1, pages 21-36