High School
Sexual Health Curriculum
Overview
Rights, Respect, Responsibility

The Advocates for Youth’s *Rights, Respect, Responsibility* curriculum is based on the belief that:

• Youth have the right to honest sexual health information and equitable opportunities to reach their full potential.

• Youth deserve respect and to have their experiences be valued.

• Young people have the responsibility to protect themselves.

• Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health.
California Healthy Youth Act

Mandated by the State of CA.

Comprehensive sexual health and HIV prevention instruction must be:

- Taught at least once in middle school and at least once in high school.
- Age-appropriate if taught earlier than grade 7 and instruction must align with the general provisions (§§51930-3) and may include any of the general topics (§51934).
- Medically accurate, objective, and unbiased (§51933).
- Appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners (§51933).
All sexual health and HIV prevention instruction must:

• Promote understanding of sexuality as a normal part of human development.

• Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

• Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.

• Encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
Parent/Guardian Notification

• You have the right to be notified of the sexual health and HIV prevention instruction that will be held at your school site.

• Typically a notification letter will be sent home in the beginning-of-the-year registration/enrollment packets.

• Parents/guardians must be notified at the beginning of the school year:
  • Comprehensive sexual health and HIV prevention instruction will be taking place.
  • Curriculum materials are available for parent/guardian preview.
  • You may excuse your child from instruction by providing a written request to the school.

CA Education Code §§51937-9
### Parent/Guardian Rights

**Previewing Materials**

- You have the right to preview all sexual health and HIV prevention instructional materials at the school site.
- May preview at Parent Preview event or by scheduling directly with teacher.
- Resources for previewing instructional materials are also available on our [website](#).

**Excusing Child from Instruction**

- In order to excuse your child from the sexual health instruction, you must state your request in writing to the school with a written and signed note to teacher.
- California requires “passive consent” for sexual health instruction, meaning if no opt-out note is provided by the parent then the student receives the instruction.

*CA Education Code §51938*
Curriculum Overview

• Aligned with National Sexuality Education Standards and CA Ed Code

• Activity and skills-based instruction

• Taught by trained classroom instructors or agency health educators

• 10 lessons typically taught in Biology classes
  • 50-minutes each
  • Homework in the following lessons: 1, 3, 4, 5, 6, 7, 9, 10

• 1 additional lesson in grades 9, 11, and 12
Lesson Sequence
Typically Taught in Biology Classes

1. Understanding Gender – gender, gender identity, and sexual orientation
2. Sexual Decision Making – decision-making skills and analyzing influences
3. Rights, Respect, Responsibility: Don’t Have Sex Without Them – consent, respectful relationships, and decision-making skills
4. Planning and Protection: Avoiding or Managing STIs – STI and HIV prevention
5. Getting Savvy about STI Testing – STI and HIV testing and treatment
6. Know Your Options – pregnancy prevention, including abstinence and birth control
7. Using Condoms Effectively – correct condom usage
8. What Are My Reproductive Rights? – laws relating to minors access to healthcare
9. Is It Abuse If …? – how to identify relationship abuse and resources for teens
10. My Life, My Decisions – messages that impact sexual decision-making, who to talk to
Lesson 1
Understanding Gender

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Explain the meanings of gender, gender identity, and sexual orientation.</td>
<td>• Brainstorm what they think gender means and its difference from sexual orientation.</td>
</tr>
<tr>
<td>• Define different gender expectations in our culture.</td>
<td>• Reflect on messages they have received regarding how people assigned “female” and “male” genders should act.</td>
</tr>
<tr>
<td>• Identify where they receive messages about gender expectations.</td>
<td>• Examine these gendered messages by trying to describe images of people without using gendered terms.</td>
</tr>
</tbody>
</table>

Homework:  *I Am Jazz*
Students will watch a video about a transgender girl and answer reflection questions regarding the girl’s and her parents’ experiences.
# Lesson 2
## Sexual Decision Making

### Objectives

- Identify reasons someone might or might not choose to engage in sexual activity.
- Determine questions that can help someone decide whether they are ready to become sexually active with a partner.
- Articulate sexual boundaries with a partner.

### Activities

- Brainstorm what things might indicate that a person ready to have sex with a partner.
- Read and reflect on a list of questions that can help someone determine if they ready to responsibly engage in sexual activity.
- Practice setting sexual boundaries in role-play activities.

### Homework: N/A
Lesson 3
Rights, Respect, Responsibility: Don’t Have Sex Without Them

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Define the terms consent, coercion, and incapacitated.</td>
<td>• Watch three videos on sexual consent and discuss the portrayed situations.</td>
</tr>
<tr>
<td>• Differentiate between situations in which consent is clearly given when it is not.</td>
<td>• Read situations involving sexual consent and reflect on whether clear consent was given.</td>
</tr>
<tr>
<td>• Demonstrate understanding that clear consent is part of a respectful relationship.</td>
<td>• Present their ideas on consent to the class and participate in a guided discussion.</td>
</tr>
</tbody>
</table>

**Homework: Putting It Into Practice: Getting and Giving Consent**
Students will pay attention and record circumstances during the next week in which they asked permission of someone for something and times that they gave someone permission for something.
# Lesson 4
Planning and Protection: Avoiding or Managing STIs

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• State that abstinence from sexual activity and needle sharing are the only ways to 100% avoid STI and HIV transmission.</td>
<td>• Explore STI/HIV transmission risk in an activity where having a brief conversation with another student represents sexual contact.</td>
</tr>
<tr>
<td>• Explain why sexual activity with a partner and sharing needles puts a person at risk for STIs and HIV.</td>
<td>• Reflect on the consequences of the “sexual contact” and the STI/HIV transmission results.</td>
</tr>
<tr>
<td>• Identify youth-serving health clinics in their community that provide STI/HIV testing and treatment.</td>
<td>• Review ways to prevent STIs/HIV and create a commercial to promote these methods.</td>
</tr>
</tbody>
</table>

**Homework: STI/HIV Investigative Reporting!**
Students will interview students and a parent or trusted adult about STI/HIV prevention, check their answers via reliable online and print resources, and correct any misconceptions or misinformation.
## Lesson 5
### Getting Savvy about STI Testing

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Describe the nature of HIV and how it is transmitted, prevented, and treated.</td>
<td>• Brainstorm reasons why people would choose to or not choose to get tested for STIs/HIV.</td>
</tr>
<tr>
<td>• List reasons why someone may or may not choose to get tested for STIs/HIV.</td>
<td>• Craft responses to encourage people who are sexually active to seek STI/HIV testing.</td>
</tr>
<tr>
<td>• Describe legal rights for minors to access STI/HIV testing and treatment.</td>
<td>• Locate local STI and HIV testing sites.</td>
</tr>
<tr>
<td>• Communicate with parents and trusted adults about HIV stigma and current HIV treatments.</td>
<td>• Identify online resources for medically accurate STI/HIV information.</td>
</tr>
</tbody>
</table>

**Homework: HIV Now – Testing and Treatment Today!**

Students will read medically accurate online or print resources to answer questions about HIV and current HIV prevention and treatment recommendations and conduct an interview with a parent or trusted adult about HIV stigma and how perceptions of HIV might have changed.
## Lesson 6
### Know Your Options

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• List effective birth control methods for teens.</td>
<td>• Brainstorm reasons why people may or may not wish to use birth control.</td>
</tr>
<tr>
<td>• Analyze factors that contribute to successful use of birth control.</td>
<td>• Investigate birth control options that are recommended for different circumstances.</td>
</tr>
<tr>
<td>• Identify reasons that teens might use birth control other than for pregnancy prevention.</td>
<td>• Reflect on the activity and how they might apply this information to their own or their friends’ lives.</td>
</tr>
</tbody>
</table>

**Homework: Emergency Contraception Investigation**

Students will read through online or print resources to answer questions about emergency contraception and reflect on situations when emergency contraception could be recommended.
# Lesson 7
## Using Condoms Effectively

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Describe the correct steps to using an external condom.</td>
<td>• Learn the correct steps to using an external condom.</td>
</tr>
<tr>
<td>• Describe how an internal condom is used and its similarities/differences as compared to an external condom.</td>
<td>• Watch condom demonstrations that show the correct steps for using an external and an internal condom.</td>
</tr>
<tr>
<td></td>
<td>• Discuss other barrier methods to prevent STI/HIV transmission.</td>
</tr>
</tbody>
</table>

### Homework: *Media Hunt: Did They Use Condoms?*
Students will record instances in age-appropriate media over the next week in which sexual situations or discussions occur and record whether condoms were used or discussed.
## Lesson 8
### What Are My Reproductive Rights?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Apply reproductive laws and legally available pregnancy options to situations involving an unplanned pregnancy.</td>
<td>• Explore their legal reproductive rights by researching information on several medically accurate and age-appropriate online resources.</td>
</tr>
<tr>
<td>• Describe teenagers’ legal reproductive rights that can assist in sexual decision-making.</td>
<td>• Examine a real-life scenario involving an unplanned pregnancy and recommend legal options based on California’s reproductive rights for minors.</td>
</tr>
</tbody>
</table>

**Homework:** N/A
Lesson 9
Is It Abuse If ...?

Objectives
Students will be able to ...
• Describe characteristics of different types of relationship abuse.
• Identify online and hotlines resources that teens can use to seek help if in an abusive relationship.

Activities
Students will ...
• Learn definitions of different types of relationship abuse.
• Brainstorm examples of each type of abuse.
• Analyze real-life scenarios and determine whether the situation indicates abuse.
• Assess the level of respect in their own romantic relationships.

Homework: *Am I a Good Partner? Quiz* and *Healthy Relationship Quiz*
Students answer questions about how they treat romantic partners and how their romantic partners treat them and see if indications of disrespect or abuse are apparent.
# Lesson 10
## My Life, My Decisions

### Objectives

Students will be able to ...

- Name messages about sexuality that they receive from people in their lives and the impact these messages have on their decision-making.
- Identify additional factors that have impact on their sexual decision-making.

### Activities

Students will ...

- Reflect on the messages about sexuality that they receive from different people in their lives.
- Analyze how these messages affect their decisions regarding sexuality.
- Discuss what they would do, or what advice they would give, in different situations involving sexuality.

### Homework: Value and Beliefs Interview

Students will select a parent, caregiver, or other trusted adult to interview about sexuality messages that they received when they were young and their values surrounding these topics now.
Lesson Sequence
Additional Lessons in Grades 9, 11, 12

<table>
<thead>
<tr>
<th>Grade 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being the Change You Want To See in the World</strong> – respecting people</td>
<td>respecting people with different genders, gender identities,</td>
</tr>
<tr>
<td>with different genders, gender identities, and sexual orientations</td>
<td>and sexual orientations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How To Prevent HIV … and STIs!</strong> – HIV and STI transmission,</td>
<td>HIV and STI transmission, prevention, testing, and treatment</td>
</tr>
<tr>
<td>prevention, testing, and treatment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sexual Rights: Who Decides?</strong> – consent, relationships rights, laws</td>
<td>consent, relationships rights, laws pertaining to sexual abuse,</td>
</tr>
<tr>
<td>pertaining to sexual abuse, and resources for teens</td>
<td>and resources for teens</td>
</tr>
</tbody>
</table>
# Grade 9

## Being the Change You Want To See in the World

### Objectives

Students will be able to ...

- Describe their own experiences of being disrespected and the impact this had on them.
- List examples of people being treated respectfully or disrespectfully based on their gender and/or sexual orientation.
- Describe how they could advocate for respectful treatment of a person who was being treated disrespectfully based on their gender and/or sexual orientation.

### Activities

Students will ...

- Reflect on the disrespectful statements that they have heard being used to describe different gender identities and sexual orientations.
- Describe how people might feel if they have been treated disrespectfully.
- Explore what they can do at their school to make it a safe and respectful place for all students and inclusive of all gender identities and sexual orientations.

### Homework: N/A
## Grade 11
### How To Prevent HIV ... and STIs!

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Describe the nature of HIV and STIs and effective prevention methods.</td>
<td>• Learn about current HIV and STI transmission facts, prevention strategies, testing methods, and recommended treatments.</td>
</tr>
<tr>
<td>• Discuss the relative risks of different activities that might lead to HIV and STI transmission.</td>
<td>• Rate the risk of different activities that might lead to HIV or STI transmission.</td>
</tr>
<tr>
<td>• Identify HIV and STI testing techniques available for teens and local resources for testing.</td>
<td>• Receive information on local youth-friendly HIV and STI testing and treatment facilities.</td>
</tr>
</tbody>
</table>

**Homework:** N/A
## Grade 12
### Sexual Rights: Who Decides?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Identify their own feelings about laws pertaining to minors and sexual consent.</td>
<td>• Participate in a mock-court scenario involving two minors that have had sex to determine the legality of the situation.</td>
</tr>
<tr>
<td>• Describe messages that they may receive about sexual consent, abuse, and sex between minors and identify the sources of these messages.</td>
<td>• Reflect on the experience and discuss questions that it raised.</td>
</tr>
<tr>
<td></td>
<td>• Receive information on resources available for people involved in a sexual assault situation.</td>
</tr>
</tbody>
</table>

**Homework:** N/A
Contact Information

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Youth Risk Behavior Survey Data:
www.sandiegounified.org/YRBS