

California Health Education Standards Program Alignment

Grades 9-12 High School

Content adapted from *Health Education Content Standards for California Public Schools, Kindergarten through Grade Twelve Growth, Development, and Sexual Health Standards* (March 2008)

<http://www.cde.ca.gov/be/st/ss/index.asp>

This program alignment grid highlights selected state standards for high school students that relate to sexuality education. It demonstrates how Free to Be's Life Choice Healthy Futures high school curriculum aligns with concepts that students are expected to learn.

| High School (Grades 9–12) Standards (Selected) | Relevant Program Elements | Citation from LCHF |
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| Standard 1: Essential Concepts | | |
| 1.1.G Describe physical, social, and emotional changes associated with being a young adult. | The Whole Person: Discusses five different aspects that make up a Whole Person (physical, intellectual, emotional, social, and spiritual). Discusses the students' attributes in each aspect and how traits change as they mature. | Session 1, p. 11 |
| 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. | <p>Abstinence & Intimacy: Encourages practicing abstinence as a key way to build strong and lasting relationships. Intimacy is defined as knowing a person's deepest thoughts, feelings and ideas. Emphasizes that intimacy takes time to develop and is a goal for healthy relationships.</p> <p>Infatuation vs. Love: Discusses the difference between infatuation and love and how to recognize the difference.</p> <p>Relationship Levels: Discusses different qualities that are found at different levels of a relationship. Identifies specific desirable qualities for healthy relationships.</p> <p>Why Wait: Discusses the benefits of postponing sexual activity until marriage.</p> <p>Teen Panel: Peer Educators share personal stories about healthy relationships and why they value the choice to postpone sexual activity until marriage.</p> | <p>Session 2, p. 18</p> <p>Session 2, p. 20</p> <p>Session 2, p. 19</p> <p>Session 7, pp. 80 & 84</p> <p>Session 8</p> |

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| <p>1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.</p> | <p>The Bridge: Discusses possible negative consequences of engaging in sexual activity as a teen and the benefits of postponing sexual activity.</p> <p>Risk Reduction: Emphasizes that sex with a condom is not “Safe Sex” but “Safer Sex.” Condoms can reduce the transmission of STDs and the risk of pregnancy, but are not 100% effective.</p> <p>Risk Avoidance: Emphasizes that abstinence is the only 100-percent sure way to protect against the negative consequences of sexual activity.</p> <p>Understanding STDs: Evaluates the most commonly contracted and transmitted STDs among teens and their modes of transmission. Emphasizes that abstinence is the only 100-percent sure way not to contract or spread STDs.</p> | <p>Session 3, p. 29</p> <p>Session 3 , p. 30</p> <p>Session 3, p. 31</p> <p>Session 4, pp. 40–44</p> |
| <p>1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.</p> | <p>STD Basics: Discusses STDs with high prevalence rates among teens, and their symptoms and modes of transmission.</p> | <p>Session 4, p. 42</p> |
| <p>1.8.G Analyze STD rates among teens.</p> | <p>Don’t Be a Number: Reviews national statistics that reflect information about STDs among teens.</p> <p>CA STI Stats: Examines STI (STD) rates among teens in CA.</p> | <p>Session 3, p. 37</p> <p>Session 4, p. 48</p> |
| <p>1.9.G Explain laws related to sexual behavior and the involvement of minors.</p> | <p>The Bridge: Addresses the law that it is unlawful for any person under the age of 18 to engage in sex. Addresses the legal requirements for child support.</p> | <p>Session 3, p. 29</p> |
| <p>1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p> | <p>The Whole Person: Discusses five different aspects that make up a Whole Person (physical, intellectual, emotional, social, and spiritual). Each student fills in their personal Whole Person chart. Demonstrates that each student is unique.</p> | <p>Session 1, p. 11</p> |
| <p>1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p> | <p>Don’t Be a Number: Discusses facts about teenage pregnancy including possible risks to the baby and the challenges of raising a child as a teen.</p> <p>Teen Panel: Peer Educators address practical challenges (cost, time commitment) of teenage parents and the benefits of waiting to have a child.</p> | <p>Session 3, p. 37</p> <p>Session 8</p> |

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| Standard 2: Analyzing Influences | | |
| <p>2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.</p> | <p>Influence Circles: Discusses those who influence teens regarding their choice to be sexually active. Identifies influences like personal relationships, families, schools, and community members that generally encourage teens to postpone sexual activity and focus on important goals.</p> <p>Parent Teen Homework: Three Parent-Teen activities are assigned during the curriculum to encourage parent-teen communication.</p> <p>Teen Panel: Encourages peer-to-peer support from teens choosing abstinence.</p> | <p>Session 5, pp. 54 & 61</p> <p>Sessions 1, 4, & 5</p> <p>Session 8</p> |
| <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p> | <p>Influence Circles: Encourages students to recognize external and internal influences and how they affect behavior.</p> | <p>Session 5, pp. 54 & 61</p> |
| <p>2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.</p> | <p>Teen Panel: Addresses the idea that not all teens are sexually active. (54% of high school students have not had vaginal sex.) The panel demonstrates that there are teens willing to talk about not having sex.</p> <p>Influence Circles: Identifies messages about sex that are not based on reality but are seen in the media and used to sell a product.</p> | <p>Session 8</p> <p>Session 5, pp. 54 & 61</p> |
| <p>2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.</p> | <p>Making Healthy Decisions: Emphasizes the significance of how peer pressure and the media influence teens' decision making processes. Emphasizes pressure strategies for avoiding risky behavior.</p> | <p>Session 5, pp. 53–60</p> |
| <p>2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> | <p>Influence Circles: Identifies messages about sex that are not based on reality but are seen in the media and used to sell a product. Encourages students to recognize who influences them and which behavioral changes happen as a result.</p> | <p>Session 5, p. 54 & 61</p> |
| Standard 3: Accessing Valid Information | | |
| <p>3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.</p> | <p>Provides contact information for local teen clinical services.</p> | <p>Session 4, p. 46</p> |

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| 3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. | Risk Reduction: Includes a comparison of the success and failure rates of the male latex condom in preventing STDs. | Session 3, p. 30 |
| Standard 4: Interpersonal Communication | | |
| 4.1.G Analyze how interpersonal communication affects relationships. | Relationship Levels: Analyzes the importance of healthy communication in building strong relationships. | Session 2, p. 19 |
| 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy. | Making Healthy Decisions: Addresses verbal and nonverbal communication skills to respond to pressure, and how to use pressure strategies. Living an Abstinent Life-style: Gives students practice in resisting pressure and communicating personal boundaries through role plays. | Session 5, pp. 53–60 Session 6, pp. 66–72 |
| 4.3.G Demonstrate effective communication skills within healthy dating relationships. | Relationship Levels: Addresses specific, desirable qualities for building a healthy relationship. Identifies communication as a valued part of a healthy relationship. Communicating Boundaries: Gives students an opportunity to set personal boundaries, and provides guidance on respectfully communicating those boundaries with a partner. | Session 2, p. 19 Session 6, p. 71 |
| Standard 5: Decision Making | | |
| 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. | LCHF: Curriculum lessons give students the information to consider the benefits of abstinence and monogamy, and the avoidance of multiple sexual partners. | Life Choice Healthy Futures Curriculum |
| 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. | Making Healthy Decisions: Recognizes influences and pressures that make it more difficult to make healthy decisions and discusses how to respond to these pressures. | Session 5, pp. 54–60 |
| 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation. | Problem Boyfriends/Girlfriends: Helps students identify qualities in a relationship that are not healthy. Challenges students to talk to a trusted adult if they or someone they know are in a relationship that is not healthy. | Session 5. pp. 59 & 63 |

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| <p>5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.</p> | <p>Consequences/The Bridge: Evaluates the possible consequences and risks of being sexually active. Don't Be a Number: Reviews statistics that reflect how sexual activity can affect the lives of teens. Shows the risk and consequences associated with sexual activity, STDs, and pregnancy.</p> | <p>Session 3, p. 29 Session 3, p. 37</p> |
| <p>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.</p> | <p>Don't Be a Number: Reviews statistics that show effects of teen pregnancy on the child, the teen parent, the family, and society. Teen Panel: Provides personal experience from teens who may have been affected by teen pregnancy, as well as other social, emotional, physical, and economic effects.</p> | <p>Session 3, p. 37 Session 8</p> |
| Standard 6: Goal Setting | | |
| <p>6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life-goals.</p> | <p>Future Orientation: Discusses how current decisions can impact the realization of future goals. Identifies positive character traits. Consequences/The Bridge: Evaluates the possible consequences of being sexually active, including making it more difficult to reach life goals. Teen Panel: Peer Educators share personal experiences that include life goals. Panelists express their goals and how being sexually active could impact their life goals.</p> | <p>Session 1, pp. 9 & 10 Session 3, p. 29 Session 8</p> |
| <p>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.</p> | <p>Living an Abstinent Lifestyle: Discusses postponing sexual activity as a lifestyle choice that will aid in reproductive health in the future.</p> | <p>Session 6, pp. 66–72</p> |
| Standard 7: Practicing Health-Enhancing Behaviors | | |
| <p>7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).</p> | <p>Understanding STDs: Evaluates the risks associated with sexual activity and the effects that STDs can have on health. Addresses ways to prevent the transmission of STDs. Living an Abstinent Lifestyle: Provides practical ways that students can protect their sexual and reproductive health by taking steps that will help maintain the decision to be abstinent.</p> | <p>Session 4, pp. 40–44 Session 6, pp. 66–72</p> |

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| Standard 8: Health Promotion | | |
| 8.1.G Encourage and support safe, respectful, and responsible relationships. | <p>Relationship Levels: Encourages healthy communication in building strong relationships. Identifies desirable traits for healthy relationships.</p> <p>Respect Model: Analyzes relationships that are based on respect and healthy communication.</p> <p>Problem Boyfriends/Girlfriends: Addresses and helps student identify unhealthy qualities in a relationship. Challenges students to talk to a trusted adult if they or someone they know are in a relationship that is not healthy.</p> | <p>Session 2, p. 19</p> <p>Session 3, p. 38</p> <p>Session 5, pp. 59 & 63</p> |
| 8.3.G Support others in making positive and healthful choices about sexual behavior. | <p>Teen Panel: Offers peer-to-peer support for the peer educators as well as students in the class. The panelists encourage teens to consider the choice to live an abstinent lifestyle.</p> | <p>Session 8</p> |