

**Comprehensive Sexual Health and HIV/AIDS Instruction
CVUSD 9th Grade Health - Informational Notice**

Dear CVUSD Parent/Guardian:

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven [E.C. 51934(a)]. Materials and instruction must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law [E.C. 51933(a)(b)(d)(1)]. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality [E.C. 51933(e)]

All instructional materials are available for review at the district office and at <http://www.conejousd.org/Departments/Instructional-Services/Health-Education>. You may also request a copy of the California Healthy Youth Act (California Education Code sections 51930–51939). Materials and instruction will be provided by CVUSD site and District personnel.

The following topics are included, and required by California Education Code 51933-51934, as part of Comprehensive Sexual Health and HIV/AIDS Instruction, in the 9th Grade Health curriculum (adopted June 28, 2005).

- **Chapter 11 - Family Relationships** ([Health](#), Pages 274-299)
 - Students will: examine causes and effects of stress within families and develop strategies for managing stress; analyze the importance of healthy strategies that prevent emotional, physical, and sexual abuse.
- **Chapter 12 - Peer Relationships** ([Health](#), Pages 301-327)
 - Students will: evaluate the positive and negative effects of peer relationships and friends on physical and emotional health; demonstrate refusal strategies and apply skills for making responsible decisions under pressure; examine strategies for maintaining safe and healthy dating relationships; discuss the legal implications regarding sexual activity as it relates to minor persons; discuss abstinence as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted diseases.
- **Chapter 18 - Endocrine and Reproductive Systems** ([Health](#), Pages 462-483)
 - Students will: appraise the significant body changes occurring during adolescence, describe the parts of the male and female reproductive system and explain the function of each part; analyze the importance and benefits of abstinence as it relates to the prevention of STDs/STIs/STIs; relate the importance of early detection and warning signs that prompt males and females to seek health care for reproductive systems.
- **Chapter 19 - Prenatal Development and Birth** ([Health](#), Pages 484-511)
 - Students will: explain fetal development from conception through pregnancy and birth; analyze the harmful effects certain substances have on the fetus such as tobacco, alcohol, and other drugs; explain the significance of genetics and its role in fetal development.
- **Chapter 20 - Adolescence and the Life Cycle** ([Health](#), Pages 512-537)
 - Students will: distinguish between a dating relationship and a marriage; demonstrate how married couples use effective communication skills in maintaining healthy relationships.
- **Chapter 25 - Sexually Transmitted Infections (STI) and HIV/AIDS** ([Health](#), Pages 646-671)
 - Students will: analyze the effectiveness and ineffectiveness of barrier protection, including the prevention of STDs/STIs/STIs; discuss abstinence from sexual activity as the only method that is 100 percent effective in preventing STDs/STIs/STIs; identify symptoms and treatments for some common STDs/STIs/STIs; analyze the relationship between unsafe behaviors, refusal skills, and the risk of HIV; analyze the relationship between the avoidance of unsafe situations and the use of refusal skills such as sexual abstinence.

As per Education Code 51938, a parent/guardian has the right to **opt-out** their child from **all or part** of the comprehensive sexual health and HIV prevention education program. If you **do not** want your student to participate in comprehensive sexual health or HIV prevention education, a parent/guardian must sign and return the included “opt-out” form (see back page) to your student’s teacher.

No academic penalty will result from a parent or guardian excluding a child from Comprehensive Sexual Health and HIV/AIDS Instruction [E.C. 51939(b)]. An alternative assignment will be provided to students who **opt-out** of such instruction. Alternative assignment includes:

- Write a report on two books from the library on a health-related topic, and complete assignments and tests for Chapters 24, 26, 27, and 28 in the adopted Health textbook on “Communicable Diseases”, “Non-communicable Diseases and Disabilities”, “Injury Prevention and Safe Behaviors”, and “First Aid and Emergencies”.

If you have any questions, please contact your student’s teacher or principal.

Comprehensive Sexual Health and HIV/AIDS Instruction

CVUSD Opt-Out Form

Pursuant to California Education Code Sections 51240 and 51930-51939, and District policy and procedures, I am providing the following as an acknowledgement of the Health Education course curriculum, including the approved Family Life Education Unit. Further, I understand my right to request an alternative assignment for my student as indicated below. **No action is required if you would like your child to participate in all of the 9th Grade Health curriculum.**

IF OPTING-OUT, THIS FORM MUST BE RETURNED TO YOUR CHILD'S TEACHER BY _____.

Today's date: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Student(s) Printed Name: _____

Parent/guardian should initial next to each of the topics they would like to excuse their child:

Parent/Guardian Initial	Topics
_____	Chapter 11 - <u>Family Relationships</u> Students will: examine causes and effects of stress within families and develop strategies for managing stress; analyze the importance of healthy strategies that prevent emotional, physical, and sexual abuse.
_____	Chapter 12 - <u>Peer Relationships</u> Students will: evaluate the positive and negative effects of peer relationships and friends on physical and emotional health; demonstrate refusal strategies and apply skills for making responsible decisions under pressure; examine strategies for maintaining safe and healthy dating relationships; discuss the legal implications regarding sexual activity as it relates to minor persons; discuss abstinence as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted diseases.
_____	Chapter 18 - <u>Endocrine and Reproductive Systems</u> Students will: appraise the significant body changes occurring during adolescence, describe the parts of the male reproductive system and explain the function of each part; describe the parts of the female reproductive system and explain the function of each part; analyze the importance and benefits of abstinence as it relates to the prevention of STDs/STIs.
_____	Chapter 19 - <u>Prenatal Development and Birth</u> Students will: explain fetal development from conception through pregnancy and birth; analyze the harmful effects certain substances have on the fetus such as tobacco, alcohol, and other drugs; explain the significance of genetics and its role in fetal development
_____	Chapter 20 - <u>Adolescence and the Life Cycle</u> Students will: distinguish between a dating relationship and a marriage; demonstrate how married couples use effective communication skills in maintaining healthy relationships
_____	Chapter 25 - <u>Sexually Transmitted Infections and HIV/AIDS</u> Students will: analyze the effectiveness and ineffectiveness of barrier protection, including the prevention of STDs/STIs; discuss abstinence from sexual activity as the only method that is 100 percent effective in preventing STDs/STIs; identify symptoms and treatments for some common STDs/STIs; analyze the relationship between unsafe behaviors, refusal skills, and the risk of HIV; analyze the relationship between the avoidance of unsafe situations and the use of refusal skills such as sexual abstinence.
_____	ALL topics listed above