

Comprehensive Sexual Health and HIV/AIDS Instruction 7th Grade Family Life - Information 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 7th Grade Family Life curriculum (adopted June 28, 2005)

- **Unit 1 - Overview & Introduction** ([Family Life Curriculum](#), Pages 23-42)
 - Students will: establish ground rules; understand an overview of Family Life curriculum; take a pre-test to assess prior knowledge.
- **Unit 2 - Self-esteem** ([Family Life Curriculum](#), Pages 43-64)
 - Students will: gain increased self-awareness; become more aware of how “put-downs” affect self-esteem of themselves and others; understand the importance of an accurate and acceptable self-image.
- **Unit 3 - Adolescent Growth & Development** ([Family Life Curriculum](#), Pages 65-75)
 - Students will: review information about changes that occur during puberty; acquire a basic understanding of the male and female reproductive systems.
- **Unit 4 - Pregnancy and Birth** ([Family Life Curriculum](#), Pages 76-112)
 - Students will: describe the structures and functions of the male and female reproductive systems; describe the menstrual cycle; describe the changes that take place during fertilization and fetal development; summarize the process of fertilization and implantation.
- **Unit 5 - Decision-Making** ([Family Life Curriculum](#), Pages 113-127)
 - Students will: become aware of the factors that influence their decision-making; demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active; say “No!” to peer pressure.
- **Unit 6 - Birth Control (Abstinence)** ([Family Life Curriculum](#), Pages 128-133)
 - Students will: identify ways to reduce risk of infection with these diseases (abstinence will be stressed); explain that abstinence and a faithful, monogamous relationship with a non-infected partner are the only 100% effective ways to avoid infection.
- **Unit 7 - Sexually Transmitted Disease** ([Family Life Curriculum](#), Pages 134-155)
 - Students will: explain the nature of sexually transmitted diseases, such as syphilis, gonorrhea, herpes, chlamydia, and AIDS, and the effect of these diseases on the body; identify behaviors which will allow the transmission of sexually transmitted diseases; identify ways to prevent or reduce risk of infection with these diseases (abstinence will be stressed); describe resources available for STD/HIV testing and treatment; identify available community resources concerning sexually transmitted diseases.

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:

- For each week of instruction, write a 5-page report about a disease, scientist, or human behavior of the choices provided by the teacher.

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 7th Grade Family Life.**

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 opt-out their child:

Parent/Guardian Initial	Topics
_____	Unit 1 - Overview & Introduction Students will: establish ground rules; understand an overview of Family Life curriculum; take a pre-test to assess prior knowledge.
_____	Unit 2 - Self-esteem Students will: gain increased self-awareness; become more aware of how "put-downs" affect self-esteem of themselves and others; understand the importance of an accurate and acceptable self-image.
_____	Unit 3 - Adolescent Growth & Development Students will: review information about changes that occur during puberty; acquire a basic understanding of the male and female reproductive systems.
_____	Unit 4 - Pregnancy and Birth Students will: describe the structures and functions of the male and female reproductive systems; describe the menstrual cycle; describe the changes that take place during fertilization and fetal development; summarize the process of fertilization and implantation.
_____	Unit 5 - Decision-Making Students will: become aware of the factors that influence their decision-making; demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active; say "No!" to peer pressure.
_____	Unit 6 - Birth Control (Abstinence) Students will: identify ways to reduce risk of infection with these diseases (Abstinence will be stressed); explain that abstinence and a faithful, monogamous relationship with a non-infected partner are the only 100% effective ways to avoid infection.
_____	Unit 7 - Sexually Transmitted Disease Students will: explain the nature of sexually transmitted diseases, such as syphilis, gonorrhea, herpes, Chlamydia, and ADIS, and the effect of these diseases on the body; identify behaviors which will allow the transmission of sexually transmitted diseases; identify ways to prevent or reduce risk of infection with these diseases (abstinence will be stressed); describe resources available for STD/HIV testing and treatment; identify available community resources concerning sexually transmitted diseases.
_____	ALL topics listed above