

Sexuality Education Standards Analysis Tool

Health Education Content Standards for
California Public Schools

Section: Growth, Development, and Sexual Health

High School (Grades 9-12)

Based on the California Department of
Education Health Education Content
Standards for California Public Schools,
March 2008.

Health Education Content Standards

The content standards included in this packet are from the California Department of Education Health Education Content Standards for California Public Schools, March 2008. As of August 2014, these are the most recent standards from the California Department of Education.

These standards can be found online at the California State Board of Education website at <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Purpose

This tool was prepared to assess a SFUSD high school level sexuality education curriculum for adherence to the California Health Education Content Standards. In addition, it was designed to be usable with any sexuality education curriculum, specifically those to be used in public schools in the state of California.

It is available for download at http://crahd.phi.org/papers/standards_tool.pdf

Prepared By

This tool was developed by Jillian S. Eversole through a partnership between the Public Health Institute's Center for Research on Adolescent Health and Development and Planned Parenthood Northern California. Funding support for this work was provided by grants to the Public Health Institute by the Ford Foundation and the William and Flora Hewlett Foundation.

Guidelines for Using This Tool

General Instructions

- The Sexuality Education Standards Analysis Tool is designed to analyze how well a sexuality education curriculum complies with the California state content standards. The results from this tool should be used to discover content strengths and weaknesses in the curriculum so appropriate updates can be made during curriculum revision.
- It is recommended that multiple people review the entire curriculum and complete the entire Sexuality Education Standards Analysis Tool, then compare the results as a group. If only one person is able to use this tool to review the curriculum, then that should be made clear in any reporting of the results, as there is a higher potential for bias with only one reviewer.
- Previous reviewers have found it helpful to pick one standard and examine the whole curriculum for that standard before moving on other standards.

Instructions for Use

- Gather all components of the curriculum to analyze. Ensure that all reviewers have the entire curriculum.
- Review the curriculum based on each individual standard.
- Steps for each standard:
 1. Mark the box under “Included” next to each standard that is addressed in the curriculum. Mark this box if the topic is covered to any extent in the curriculum. Later, you will score how well the topic is covered.
 2. Then indicate which lesson(s) cover the specific standard topic. Provide the lesson number for all lessons that address this topic to any extent. This will help to reference the topic in the curriculum and make revisions in the future.
 3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that item. You will give the standard a score between 0-4. A simple rubric is provided on each page and an extended rubric is provided on the next page (page 3) of this packet.
- When the packet is completed, compare and discuss scores and comments with the other curriculum reviewers.
- If the reviewers’ scores are not consistent, attempt to reach a consensus. If a consensus is not possible, average the scores to create final scores for each standard.

Coverage Score Rubric Explained:

Coverage Score #	Coverage Score Label	Description	Coverage Score in Percentage
4	Extensively covers item	The curriculum covers everything that this age group should know or understand about this topic.	100% of necessary information on this topic.
3	Adequately covers item	The curriculum covers most of the aspects of this topic, but additional information that is relevant to this age group could or should be included.	67-99% (approximately) of necessary information on this topic.
2	Somewhat covers item	The curriculum covers some aspects of this topic, but some critical information is missing.	34-66% (approximately) of necessary information on this topic.
1	Limitedly covers item	The curriculum covers a small amount of the information about this topic, but much of the critical information for this age group is missing.	1-33% (approximately) of necessary information on this topic.
0	Does not cover item at all	The curriculum does not cover this topic at all.	Covers 0 of necessary information on this topic.

Example Completed Standard:

Included	Standard 1: Essential Concepts	Coverage Score (#)
<input checked="" type="checkbox"/>	1.1.G Describe physical, social, and emotional changes associated with being a young adult. <i>Lesson(s) that cover this topic: 2, 4 & 5</i>	<input type="text" value="4"/>

Standard 1: Essential Concepts

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

4= extensively covers item
 3= adequately covers item
 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 1: Essential Concepts	Coverage Score (#)
<input type="checkbox"/>	1.1.G Describe physical, social, and emotional changes associated with being a young adult. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. ¹ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy. ² <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.5.G Summarize fertilization, fetal development, and childbirth. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.6.G Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law. ³ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs. ⁴ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

¹See Education Code (EC) sections 51933(b)(7), (b)(11), and 51934(b)(6).

²EC sections 51933(b)(8), 51934(b)(3).

³EC Section 51933(b)(12).

⁴EC Section 51934(b)(1), (b)(4).

<input type="checkbox"/>	1.8.G	Analyze STD rates among teens. <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	1.9.G	Explain laws related to sexual behavior and the involvement of minors. <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	1.10.G	Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. ⁵ <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	1.11.G	Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	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. ⁶ <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>

Notes:

⁵EC Section 51930(b)(2).

⁶EC sections 51933(b)(10), 51934(b)(3).

Standard 2: Analyzing Influences

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:
 4= extensively covers item
 3= adequately covers item
 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 2: Analyzing Influences	Coverage Score (#)
<input type="checkbox"/>	2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy. ⁷ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. ⁸ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

Notes:

EC sections 51933(b)(11), 51934(b)(6).
 EC Section 51930(b)(2).

Standard 3: Accessing Valid Information

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:
 4= extensively covers item
 3= adequately covers item
 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 3: Accessing Valid Information	Coverage Score (#)
<input type="checkbox"/>	3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health. ⁹ <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care. ¹⁰ <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. ¹¹ <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>
<input type="checkbox"/>	3.4.G Evaluate laws related to sexual involvement with minors. <i>Lesson(s) that cover this topic:</i> _____	<input type="checkbox"/>

Notes:

⁹EC sections 51931(f), 51933(b)(11), 51934(b).
¹⁰EC sections 51933(b)(10), 51934(b)(3), (b)(5).
¹¹EC sections 51933(b)(10), 51934(b)(3).

Standard 4: Interpersonal Communication

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

4= extensively covers item
 3= adequately covers item
 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 4: Interpersonal Communication	Coverage Score (#)
<input type="checkbox"/>	4.1.G Analyze how interpersonal communication affects relationships. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	4.3.G Demonstrate effective communication skills within healthy dating relationships. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

Notes:

Standard 5: Decision Making

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

- 4= extensively covers item
 3= adequately covers item
 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 5: Decision Making	Coverage Score (#)
<input type="checkbox"/>	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. ¹² <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. ¹³ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation. ¹⁴ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy. ¹⁵ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	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. ¹⁶ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

¹²EC Section 51934(b)(3), (b)(6).

¹³EC Section 51933(b)(11).

¹⁴EC sections 51933(b)(11), 51934(b)(6).

¹⁵EC sections 51933(b)(9), (b)(10), 51934(b)(1), (b)(2), (b)(3).

¹⁶EC Section 51930(b)(2).

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|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 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. ¹⁷ | <input type="checkbox"/> |
|--------------------------|---|--------------------------|

Lesson(s) that cover this topic: _____

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- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention. | <input type="checkbox"/> |
|--------------------------|--|--------------------------|

Lesson(s) that cover this topic: _____

Notes:

¹⁷EC sections 51933(b)(11), 51934 (b)(6).

Standard 6: Goal Setting

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

4= extensively covers item
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 2= somewhat covers item
 1= limitedly covers item
 0= does not cover item at all

Included	Standard 6: Goal Setting	Coverage Score (#)
<input type="checkbox"/>	6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals. ¹⁸ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	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. ¹⁹ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

Notes:

¹⁸EC Section 51933(b)(11).

¹⁹EC sections 51933(b)(8), (b)(10), 51934(b)(3).

Standard 7: Practicing Health-Enhancing Behaviors

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

- 4= extensively covers item
- 3= adequately covers item
- 2= somewhat covers item
- 1= limitedly covers item
- 0= does not cover item at all

Included	Standard 7: Practicing Health-Enhancing Behaviors	Coverage Score (#)
<input type="checkbox"/>	7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).	<input type="checkbox"/>
	<i>Lesson(s) that cover this topic:</i> _____	

Notes:

Standard 8: Health Promotion

Instructions:

1. Mark the box under “Included” next to each standard that is addressed in the curriculum.
2. Then indicate which lesson(s) cover the specific standard topic.
3. Finally, give each standard a “coverage score” to indicate to what extent the curriculum covers that topic.

Standards Coverage Score:

- 4= extensively covers item
- 3= adequately covers item
- 2= somewhat covers item
- 1= limitedly covers item
- 0= does not cover item at all

Included	Standard 8: Health Promotion	Coverage Score (#)
<input type="checkbox"/>	8.1.G Encourage and support safe, respectful, and responsible relationships. <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS. ²⁰ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>
<input type="checkbox"/>	8.3.G Support others in making positive and healthful choices about sexual behavior. ²¹ <i>Lesson(s) that cover this topic: _____</i>	<input type="checkbox"/>

Notes:

²⁰EC Section 51934(b)(7).

²¹EC sections 51933(b)(11), 51934(b)(6).