



PERSONAL AND COMMUNITY HEALTH (PCH): 14 days				
Text	Chapters 1-3, 14; <u>TGFDV</u> Lessons 1, 3(2000 ed.)	Chapters 24, 26	Chapter 29	
	Sub-Unit: Personal Health/Self-Management	Sub-Unit: Disease Prevention	Sub-Unit: Environmental Health	
EC	<p>1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).</p> <p>1.2.P Evaluate the importance of regular medical and dental check-ups, vaccinations, and examinations.</p> <p>1.3.P Identify symptoms that should prompt individuals to seek health care.</p> <p>1.7.P Identify symptoms that indicate a need for an ear, eye, or dental exam.</p> <p>1.9.P Identify the importance of medical screenings (including breast, cervical, testicular and prostate examinations) and other testing necessary to maintain reproductive health.</p>	<p>1.4.P Identify types of pathogens that cause disease.</p> <p>1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.</p> <p>1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.</p> <p>1.8.P Examine common types and symptoms of cancer.</p> <p>1.11.P Examine ways to prevent and manage asthma.</p>	<p>1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.</p> <p>1.12.P Identify global environmental issues.</p> <p>1.13.P Describe the impact of air and water pollution on health.</p> <p>1.14.P Identify ways to reduce pollution and harmful effects (e.g., by using alternative methods of transportation).</p>	
AI	<p>2.1.P Discuss influences that affect positive health practices.</p> <p>2.2.P Evaluate influences on the selection of personal health care products and services.</p> <p>2.5.P Analyze the social influences that encourage or discourage sun-safety practices.</p> <p>2.6.P Evaluate the benefits of informed health choices.</p> <p>2.7.P Evaluate the need for sleep, rest, and exercise.</p>		<p>2.3.P Analyze how environmental conditions affect personal and community health.</p> <p>2.4.P Discuss ways to stay informed about environmental issues.</p>	



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	Sub-Unit: Personal Health/Self-Management	Sub-Unit: Disease Prevention	Sub-Unit: Environmental Health	
AVI	3.1.P Access valid information about personal health products and services available in the community. 3.5.P Assess ways to be a responsible consumer of health products and services.	3.2.P Access valid information about common diseases.	3.3.P Evaluate current research about the health consequences of poor environmental conditions. 3.4.P Identify government and community agencies that promote health and protect the environment.	
IC	4.1.P Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health.			
DM	5.1.P Apply a decision-making process to a personal health issue or problem. 5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others. 5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors. 5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).		5.3.P Apply a decision-making process to a community or environmental health issue.	
GS	6.1.P Develop a plan of preventive health management. 6.2.P Develop a plan of preventive dental health management.			



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	Sub-Unit: Personal Health/Self-Management	Sub-Unit: Disease Prevention	Sub-Unit: Environmental Health	
PB	7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers. 7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate sleep and rest.	7.3.P Demonstrate the proper steps for protecting oneself against harmful effects of the sun. 7.4.P Describe steps involved in breast or testicular self-exams.		
HP	8.1.P Support personal or consumer health issues that promote community wellness.		8.2.P Encourage societal and environmental conditions that benefit health.	



MENTAL, EMOTIONAL, AND SOCIAL HEALTH (MESH): 12 days				
Text	Chapters 7, 8,9; <u>TGDFV</u> Lessons 2,13(2000 ed.)	Chapter 8, 9	Chapter 7; <u>TGDFV</u> Lesson 7(2000 ed.)	
	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
EC	<p>1.4.M Describe qualities that contribute to a positive self-image.</p> <p>1.9.M Classify personal stressors at home, in school, and with peers.</p> <p>1.10.M Identify warning signs for suicide.</p> <p>1.11.M Identify loss and grief.</p>	<p>1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.</p> <p>1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.</p> <p>1.10.M Identify warning signs for suicide.</p> <p>1.11.M Identify loss and grief.</p>	<p>1.1.M Describe the benefits of having positive relationships with trusted adults.</p> <p>1.2.M Analyze the qualities of healthy peer and family relationships.</p> <p>1.3.M Describe healthy ways to express caring, friendship, affection, and love.</p> <p>1.5.M Describe how social environments affect health and well-being.</p> <p>1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</p>	
AI	<p>2.1.M Analyze the internal and external issues related to seeking mental health assistance.</p>			
AVI	<p>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</p> <p>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p>	<p>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</p> <p>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p>	<p>3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</p> <p>3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p>	
IC		<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p> <p>4.2.M Discuss healthful ways to respond when you or someone you know is grieving.</p>	<p>4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.</p>	



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	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
DM	<p>5.1.M Monitor personal stressors and assess techniques for managing them.</p> <p>5.2.M Compare various coping mechanisms for managing stress.</p> <p>5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.</p>			
GS	<p>6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.</p> <p>6.2.M Set a goal to reduce life stressors in a health-enhancing way.</p>		6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.	
PB	<p>7.1.M Assess personal patterns in response to stress and use of resources.</p> <p>7.2.M Practice effective coping mechanisms and strategies for managing stress.</p>	<p>7.2.M Practice effective coping mechanisms and strategies for managing stress.</p> <p>7.3.M Discuss suicide-prevention strategies.</p>	<p>7.3.M Discuss suicide-prevention strategies.</p> <p>7.4.M Practice respect for individual differences and diverse backgrounds.</p> <p>7.5.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.</p> <p>7.6.M Practice setting personal boundaries in a variety of situations.</p>	
HP	<p>8.1.M Support the needs and rights of others regarding mental and social health.</p>		<p>8.1.M Support the needs and rights of others regarding mental and social health.</p> <p>8.2.M Promote a positive and respectful environment at school and in the community.</p>	



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	Sub-Unit: Mental Health	Sub-Unit: Emotional Health	Sub-Unit: Social Health	
			8.3.M Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.	



NUTRITION AND PHYSICAL ACTIVITY (NPA): 16 days				
Text	Chapters 5	Chapter 4	Chapter 5	Chapter 6
	Sub-Unit: Nutrition	Sub-Unit: Physical Activity	Sub-Unit: Disease Prevention	Sub-Unit: Weight Management
EC	<p>1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p> <p>1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</p> <p>1.3.N Explain the importance of variety and moderation in food selection and consumption.</p> <p>1.4.N Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.</p> <p>1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.</p>	<p>1.9.N Analyze the relationship between physical activity and overall health.</p> <p>1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.</p>	<p>1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</p> <p>1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</p> <p>1.8.N Describe the prevalence, causes and long-term consequences of unhealthy eating.</p> <p>1.11.N Identify the causes, symptoms and harmful effects of eating disorders.</p> <p>1.12.N Explain why people with eating disorders need professional help.</p> <p>1.15.N Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p>	<p>1.10.N Evaluate various approaches to maintaining a healthy weight.</p> <p>1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.</p>
AI	<p>2.1.N Evaluate internal and external influences that affect food choices.</p> <p>2.2.N Assess personal barriers to healthy eating and physical activity.</p> <p>2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p> <p>2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.</p>	<p>2.2.N Assess personal barriers to healthy eating and physical activity.</p> <p>2.6.N Examine internal and external influences that affect physical activity.</p>		<p>2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.</p>
AVI	<p>3.3.N Describe how to use</p>	<p>3.4.N Evaluate the accuracy of</p>		<p>3.1.N Access sources of</p>



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Text	Chapters 5	Chapter 4	Chapter 5	Chapter 6
	Sub-Unit: Nutrition	Sub-Unit: Physical Activity	Sub-Unit: Disease Prevention	Sub-Unit: Weight Management
	<p>nutrition information on food labels to compare products. 3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.</p>	<p>claims about the safety of fitness products. 3.6.N Describe internal and external influences that affect physical activity.</p>		<p>accurate information about safe and healthy weight management. 3.2.N Evaluate the accuracy of claims about food and dietary supplements.</p>
IC	<p>4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community. 4.2.N Practice how to refuse less-nutritious foods in social settings.</p>	<p>4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.</p>		
DM	<p>5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status. 5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.</p>		<p>5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.</p>	
GS	<p>6.1.N Assess one's personal nutrition needs and level of physical activity. 6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity. 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.</p>	<p>6.1.N Assess one's personal nutrition needs and level of physical activity. 6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity. 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.</p>		
PB	<p>7.1.N Select healthy foods and beverages in a variety of settings. 7.2.N Critique one's own personal diet for overall balance of</p>	<p>7.5.N Participate in school and community activities that promote fitness and health.</p>		



NUTRITION AND PHYSICAL ACTIVITY (NPA): 16 days				
Text	Chapters 5	Chapter 4	Chapter 5	Chapter 6
	Sub-Unit: Nutrition	Sub-Unit: Physical Activity	Sub-Unit: Disease Prevention	Sub-Unit: Weight Management
	key nutrients. 7.3.N Identify strategies for eating more fruits and vegetables. 7.4.N Describe how to take more personal responsibility for eating healthy foods.			
HP	8.1.N Advocate enhanced nutritional options in the school and community. 8.2.N Educate family and peers to choose healthy foods.			



ALCOHOL, TOBACCO, OTHER DRUGS (ATOD):16 days				
Text	Chapters 21-23; <u>TGFDV</u> Lessons 9-11(2000 ed.)	Chapters 21-23; <u>TGFDV</u> Lessons 9-11(2000 ed.)	Chapters 21-23; <u>TGFDV</u> Lessons 4, 5(2000 ed.)	Chapters 21-23; <u>TGFDV</u> Lesson 12, 14(2000 ed.)
	Sub-Unit: Facts/Effects	Sub-Unit: Consequences	Sub-Unit: Social Norms/Legal	Sub-Unit: Cessation, Recovery, and Maintenance
EC	<p>1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.</p> <p>1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.</p> <p>1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.</p>	<p>1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.</p> <p>1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.</p> <p>1.7.A Analyze consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.</p> <p>1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.</p>	<p>1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.</p> <p>1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.</p> <p>1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.</p>	<p>1.1.A Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.</p> <p>1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.</p>
AI			<p>2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.</p> <p>2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.</p> <p>2.3.A Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.</p>	



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	Sub-Unit: Facts/Effects	Sub-Unit: Consequences	Sub-Unit: Social Norms/Legal	Sub-Unit: Cessation, Recovery, and Maintenance
AVI	3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.			3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs. 3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.
IC			4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. 4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.	
DM		5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.	5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society. 5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.	
GS			6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.	
PB			7.1.A Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.	



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	Sub-Unit: Facts/Effects	Sub-Unit: Consequences	Sub-Unit: Social Norms/Legal	Sub-Unit: Cessation, Recovery, and Maintenance
HP			8.1.A Participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs. 8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.	



INJURY PREVENTION AND SAFETY (IPS): 12 days				
Text	Chapters 27	Chapter 28	Chapters 13; <u>TGFDV</u> Lessons 6, 8(2000 ed.)	
	Sub-Unit: Accident Prevention and Environmental Safety	Sub-Unit: First Aid	Sub-Unit: Violence, Bullying, Sexual Violence	
EC	<p>1.1.S Discuss ways to reduce risk of injuries that can occur during athletic and social activities.</p> <p>1.3.S Analyze emergency preparedness plans for the home, school, and community.</p> <p>1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.</p> <p>1.5.S Describe rules and laws intended to prevent injuries.</p> <p>1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.</p> <p>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</p> <p>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks.)</p> <p>1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.</p>	<p>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</p>	<p>1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.</p> <p>1.5.S Describe rules and laws intended to prevent injuries.</p> <p>1.7.S Discuss the characteristics of gang members.</p> <p>1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.</p> <p>1.9.S Explain the effects of violence on individuals, families, and communities.</p> <p>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks.)</p>	
AI	<p>2.1.S Analyze internal and external influences on personal, family, and community safety.</p> <p>2.2.S Analyze the influence of alcohol and other drug use on</p>		<p>2.4.S Analyze reasons why it is risky to belong to a gang.</p>	



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	Sub-Unit: Accident Prevention and Environmental Safety	Sub-Unit: First Aid	Sub-Unit: Violence, Bullying, Sexual Violence	
	personal, family, and community safety. 2.3.S Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.			
AVI	3.1.S Analyze sources of information and services concerning safety and violence prevention. 3.2.S Analyze community resources for disaster preparedness.	3.1.S Analyze sources of information and services concerning safety and violence prevention.	3.1.S Analyze sources of information and services concerning safety and violence prevention.	
IC			4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations. 4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.	
DM	5.1.S Apply a decision-making process to avoid potentially dangerous situations.		5.1.S Apply a decision-making process to avoid potentially dangerous situations. 5.2.S Analyze the laws regarding and detrimental effects of sexual harassment. 5.3.S Analyze the consequences of gang involvement for self, family, and community. 5.4.S Analyze the consequences of violence to self, family, and the community.	
GS	6.1.S Develop a plan to prevent injuries during emergencies and natural			



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Text	Chapters 27	Chapter 28	Chapters 13; <u>TGFDV</u> Lessons 6, 8(2000 ed.)	
	Sub-Unit: Accident Prevention and Environmental Safety	Sub-Unit: First Aid	Sub-Unit: Violence, Bullying, Sexual Violence	
	disasters.			
PB	7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.	7.3.S Demonstrate first aid and CPR procedures.	7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations. 7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. 7.5.S Assess characteristics of harmful or abusive in relationships.	
HP	8.1.S Identify and support changes in the home, at school, or in the community that promote safety. 8.2.S Encourage peers to use safety equipment during physical activity. 8.3.S Encourage actions to promote safe driving experiences.		8.1.S Identify and support changes in the home, at school, or in the community that promote safety.	



GROWTH, DEVELOPMENT AND SEXUAL HEALTH (GDSH): 18 days

Items with an * are referenced in California Education Code Sections

Text	Chapters 18-20	Chapters 18-20, 25; <u>Positive Prevention</u>	Chapters 10-12	Chapter 20
	Sub-Unit: Changes through the Lifespan	Sub-Unit: Reproductive/ Sexual Health	Sub-Unit: Healthy Relationships	Sub-Unit: Legal
EC	<p>1.1.G Describe physical, social, and emotional changes associated with being a young adult.</p> <p>1.10.G* Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.</p>	<p>1.2.G Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting.</p> <p>1.4.G* Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.</p> <p>1.5.G Summarize fertilization, fetal development, and childbirth.</p> <p>1.6.G* Examine responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.</p> <p>1.7.G* Describe the short- and long-term effects of HIV, AIDS, and other STDs.</p> <p>1.8.G Analyze STD rates among teens.</p> <p>1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p>1.3.G* Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.</p> <p>1.9.G Explain laws related to sexual behavior and involvement of minors.</p> <p>1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.</p>	<p>1.6.G* Examine responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.</p> <p>1.9.G Explain laws related to sexual behavior and involvement of minors.</p> <p>1.12.G* Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives for preventing HIV, other STDs, and pregnancy.</p>
AI	<p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p>	<p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p> <p>2.4.G* Assess situations that could lead to pressure for sexual activity and the risk of HIV, other STDs, and pregnancy.</p> <p>2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality,</p>	<p>2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.</p> <p>2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p> <p>2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.</p>	



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Text	Chapters 18-20	Chapters 18-20, 25; <u>Positive Prevention</u>	Chapters 10-12	Chapter 20
	Sub-Unit: Changes through the Lifespan	Sub-Unit: Reproductive/ Sexual Health	Sub-Unit: Healthy Relationships	Sub-Unit: Legal
		attractiveness, relationships, and sexual orientation.	2.5.G* Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	
AVI		<p>3.1.G* Analyze the validity of health information, products, and services related to reproductive and sexual health.</p> <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>3.3.G* Compare the success and failure rates of all FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.</p>		3.4.G Evaluate laws related to sexual involvement with minors.
IC		4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.	<p>4.1.G Analyze how interpersonal communication affects relationships.</p> <p>4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.</p> <p>4.3.G Demonstrate effective communication skills within healthy dating relationships.</p>	



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Text	Chapters 18-20	Chapters 18-20, 25; <u>Positive Prevention</u>	Chapters 10-12	Chapter 20
	Sub-Unit: Changes through the Lifespan	Sub-Unit: Reproductive/ Sexual Health	Sub-Unit: Healthy Relationships	Sub-Unit: Legal
DM	<p>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.</p>	<p>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.</p> <p>5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.</p> <p>5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.</p> <p>5.4.G* Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.</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>5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.</p>	<p>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.</p> <p>5.2.G* Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.</p> <p>5.3.G* Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.</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>	
GS		<p>6.1.G* Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.</p> <p>6.2.G* Identify short- and long-term goals related to abstinence</p>		



GROWTH, DEVELOPMENT AND SEXUAL HEALTH (GDSH): 18 days

Items with an * are referenced in California Education Code Sections

Text	Chapters 18-20	Chapters 18-20, 25; <u>Positive Prevention</u>	Chapters 10-12	Chapter 20
	Sub-Unit: Changes through the Lifespan	Sub-Unit: Reproductive/ Sexual Health	Sub-Unit: Healthy Relationships	Sub-Unit: Legal
		and maintaining reproductive and sexual health, including the use of FDA- approved condoms and contraceptives for pregnancy and STD prevention.		
PB		7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).		
HP		8.2.G* Advocate the respect for and dignity of persons living with HIV or AIDS. 8.3.G* Support others in making positive and healthful choices about sexual behavior.	8.1.G Encourage and support safe, respectful, and responsible relationships. 8.3.G* Support others in making positive and healthful choices about sexual behavior.	