

Curriculum Review Summary Report California Healthy Youth Act

Published Curriculum

Curriculum Title: Teen Talk Middle School
Edition/Version: 2016 version **Printing (Year):** 2016
Author/Publisher: Health Connected
Website/contact: <http://www.health-connected.org/>

Grades: Middle School - 7th-8th
Number of lessons: 12
Cost: \$145-\$215
Training offered: <http://www.health-connected.org/register-now>

Criteria	Description	Compliance Assessment	Determination and Recommendations <small>Action/Curriculum adaptation needed to meet CHYA requirements.</small>
A. CA Education Code Requirements starting Jan. 2016, CA Healthy Youth Act			
Alignment with and Support of CHYA Purposes	<p>All instruction and materials must align with and support the purposes of the California Healthy Youth Act. EC § 51933 (c)</p> <p>All instruction and materials shall align with and support the purposes of this chapter as set forth in paragraphs (1) to (5), inclusive, of subdivision (b) of Section 51930 and may not be in conflict with them.</p>	<p>(1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
		<p>(2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
		<p>(3) To promote the understanding of sexuality as a normal part of human development.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes

Curriculum Review Summary Report California Healthy Youth Act

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		<p>(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
		<p>(5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behavior.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
B. Instruction and Materials EC § 51933			
1	<p>Age Appropriate Material</p> <p>Instruction and materials shall be age appropriate. EC § 51933(a)</p>	<p>“Age appropriate” is refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on cognitive, emotional, and behavioral capacity typical for the age or age group.</p> <p>EC § 51931(a)</p>	<p>Compliant: Yes</p> <p>Comments:</p> <p>“Straightlaced” video uses profanity and, although teachers are instructed to prepare students & inform them that they may hear words that are not to be used in the class/school, LEAs may need to do close review to see if this material is appropriate for their educational setting.</p> <p>Written in teen-friendly language and defines the scientific terms clearly and concisely.</p>
2	<p>Medically Accurate and Objective Information</p> <p>All factual information presented shall be medically accurate and objective. EC § 51933(b).</p>	<p>“Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics and the American College of</p>	<p>Compliant: No, needs modification.</p> <p>Comments:</p> <p>Full and detailed medical reviews have been given directly to the publisher/author.</p> <p>This curriculum contains one or all of the following: outdated information, inaccurate information, and/or</p>

Curriculum Review Summary Report California Healthy Youth Act

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			Obstetricians and Gynecologists.” EC § 51931(f)	uncited data. Per Education Code 51931(f), refer to the listed agencies’ current websites for the most medically accurate and objective information.
3	Inclusivity Appropriate	Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, pupils with disabilities, and English learners. EC § 51933(d)(1)		Compliant: Yes
4	English Learners	Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code. EC § 51933(d)(2)		All local educational agencies are required to ensure that curricula, including homework, are available to all student populations in primary language determined by previous year’s language census data. Comments: Spanish versions of materials are embedded throughout the curriculum. However, the materials in Spanish were not reviewed.
5	Youth with Disabilities	Instruction and materials shall be made accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instructions in alternative formats, and auxiliary aides. EC § 51933(d)(3)		All local educational agencies are required to ensure that curricula, including homework, are available to all students in formats and modalities that meet their students’ specific instructional needs.
6	Unbiased Instruction	Instruction and materials shall not reflect or promote bias against any person on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any category protected by Section 220. EC § 51933(d)(4)		Compliant: Yes

Curriculum Review Summary Report California Healthy Youth Act

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7	Sexual Orientation	<p>Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.</p> <p>EC § 51933(d)(5)</p>	<p>Affirmatively recognize that people have different sexual orientations.</p>	<p>Compliant: Yes</p> <p>Comments:</p> <p>Detailed instructions for teachers about being careful discussing anatomy. For example, in Lesson #2 they suggest for teachers to not point at anatomy with a finger because it could be a trigger, instead use a pen or a pencil. The video "A Place In The Middle" was really a strength and age-appropriate.</p> <p>The definition of sexual orientation is problematic when it includes sexual attraction "separate from romantic or emotional attachments." This could play into stereotypes that being LGBTQ is all about sex; reviewers suggest a definition that is more inclusive of romantic and emotional components of sexual orientation.</p>
			<p>Provides examples of relationships and couples that are inclusive of same-sex relationships.</p>	<p>Compliant: Yes</p> <p>Comments:</p> <p>More deliberate inclusion of same-sex couples would strengthen this criterion.</p>
			<p>Includes discussion of relationships and couples that are inclusive of same-sex relationships.</p>	<p>Compliant: Yes</p>
8	Gender	<p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p>EC § 51933(d)(6)</p>	<p>Teaches about gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.</p>	<p>Compliant: No, needs minor modification.</p> <p>Comments:</p> <p>There are four minor changes to make for this criterion:</p> <ul style="list-style-type: none"> • "Transgendered" on page vi should be "transgender." • "Biological sex" definition is problematic because gender identify is also part of biology, not just sex assigned at birth. • In "myths and facts" section at the end (optional), goes back to gendered "boy" and "girl" language. • Act 3.2 page 66 "gender expression" isn't explicitly

Curriculum Review Summary Report California Healthy Youth Act

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				defined and is conflated with “sexual orientation.” We recommend adding definitions of “gender” and “gender expression” to the list of definitions. We also recommend changing the title of the activity to “What I Know About Sexual Orientation and Gender” rather than just “sexual orientation” because the current title incorrectly suggests that gender and gender identity are part of sexual orientation. "Straightlaced" film is excellent, as is "A Place in the Middle." In Lesson 2 on anatomy, transgender people and gender identity are addressed, which is a strength of this curriculum.
9	Adolescent Development and Body Image	Instruction provides pupils with the knowledge and skills to develop healthy attitudes concerning adolescent growth and development and body image. EC § 51930(a)(2)	Teaches and promotes healthy attitudes about adolescent development and body image.	Compliant: Yes Comments: Should increase information on cognitive/emotional development.
10	Communication with Parents, Guardians, Trusted Adults	Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so. EC § 51933(e)	Encourages communication with parents, guardians or other trusted adults about human sexuality.	Compliant: Yes
11	Committed Relationships	Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage. EC § 51933(f)	Teaches the value and prepares pupils to have and maintain committed relationships, such as marriage.	Compliant: Yes
12	Healthy Relationships	Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual	Builds knowledge and skills to form healthy relationships that are based on mutual respect	Compliant: Yes Comments:

Curriculum Review Summary Report California Healthy Youth Act

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		respect and affection, and are free from violence, coercion, and intimidation. EC § 51933(g).	and affection, and are free from violence, coercion, and intimidation.	Excellent acknowledgement that threatening to "out" a LGBTQ partner is an unhealthy behavior.
13	Healthy Decision Making	Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities. EC § 51933(h)	Provides knowledge and skills for making and implementing healthy decisions about sexuality.	Compliant: Yes
14	Religious Doctrine	Instruction and materials <u>may not teach or promote</u> religious doctrine. EC § 51933(i)	Does not promote religion/religious doctrine.	Compliant: Yes
Content: Factual and Medically Accurate Information EC § 51934				
15	Nature of HIV and STIs	Information on the nature of HIV, as well as other sexually transmitted infections and their effects on the human body. EC § 51934 (a)(1)	Provides information on the nature of HIV and its effects on the human body.	Compliant: Yes Comments: Instruction on HIV (activity 5.3) should be improved. There is good information in the "Quick HIV/AIDS Facts" handout (page 100-101) ; however, this needs to be included in the class instruction. There is confusing information on kissing as low risk for HIV transmission in the Prezi and information given on page 104-108. Full medical reviews provided to publishers/authors.
			Provides information on the nature of other STIs and their effects on the human body.	Compliant: Yes

Curriculum Review Summary Report California Healthy Youth Act

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16	Transmission of HIV	<p>Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.</p> <p>EC § 51934(a)(2)</p>	Provides information regarding the transmission of HIV.	<p>Compliant: Yes, if “Sexually Transmitted Infections” handout (page 93-98) and/or “Quick HIV/AIDS Facts” handout (page 100-101) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).</p> <p>Comments:</p> <p>Needs more clarification about how/when to use the “Sexually Transmitted Infections” handout. The handout is thorough, but reviewers are concerned that students will not read this handout unless it is included in the classroom instruction or an activity.</p> <p>The levels of risk and risk reduction are only in the “Sexually Transmitted Infections” handout.</p>
17	Transmission of STI's	<p>Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.</p> <p>EC § 51934(a)(2)</p>	Provides information regarding the transmission of other STIs.	<p>Compliant: Yes, if “Sexually Transmitted Infections” handout (page 93-98) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).</p> <p>Comments:</p> <p>Should include more explicit information about how STIs are <i>not</i> transmitted.</p> <p>The discussion of transmission via naked genital skin-to-skin contact in Lesson #4 specifically mentions that Trichomoniasis may increase risk for HIV.. Herpes is also transmissible by skin-to-skin contact and also increases the chance for transmission of HIV – consider adding this to the STI Handout.</p>
18	Abstinence from Sexual Activity and Drug Use	Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual	Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs.	<p>Compliant: No, needs minor modification.</p> <p>Comments:</p> <p>On page 127, in the discussion of “Not Having Sex”, the</p>

Curriculum Review Summary Report California Healthy Youth Act

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	<p>intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information on the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy</p> <p>EC § 51934(a)(3)</p>	<p style="background-color: yellow;">Provides information regarding abstinence from sexual activity being the only certain way to prevent pregnancy as well as provide information about the value of delaying sexual activity.</p>	<p style="background-color: yellow;">text states that this is "choosing to wait before engaging in romantic or sexual activities." This is problematic because it conflates romantic and sexual activities. There are many ways for young people to be romantic that do not involve engaging in sexual activity. The word "romantic" should be removed.</p> <p style="background-color: #92D050;">Compliant: Yes, if "Sexually Transmitted Infections" handout (page 93-98) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).</p> <p style="background-color: #92D050;">Comments: The definition of sex in the abstinence lesson is limited and does not include naked genital skin-to-skin contact. Later instruction on sexual activity does include naked genital skin-to-skin contact; this more expansive description should also be incorporated into the abstinence section.</p>
19	<p>Methods of Protection, HIV and STIs</p> <p>Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.</p> <p>EC § 51934(a)(4)</p>	<p style="background-color: yellow;">Provides information about the effectiveness and safety of the FDA approved antiretroviral medical intervention consistent with the U.S. Centers for Disease Control and Prevention.</p> <p style="background-color: yellow;">Provides information about the effectiveness and safety of all FDA approved methods that prevent or reduce the risk of contracting HIV and other STIs.</p>	<p style="background-color: yellow;">Compliant: No, needs minor modifications.</p> <p style="background-color: yellow;">Comments: Incorrect information on page 107 regarding PrEP saying that it lowers risk of contracting virus through "protected" sex. This should read "unprotected" sex. The intent may be to imply that people should continue to use condoms while on PrEP, but this message is unclear and should be clarified.</p> <p style="background-color: yellow;">Compliant: No, needs minor modification.</p> <p style="background-color: yellow;">Comments: Update HPV vaccine information to include protection against nine strains (p.106).</p> <p style="background-color: yellow;">The statement on the herpes slide that it can be transmitted even when a condom is used (p. 106) needs more context. (e.g., condom doesn't cover all skin areas at risk for transmission and acquisition). As it is, this wording</p>

Curriculum Review Summary Report California Healthy Youth Act

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				makes it appear that herpes can pass through the latex. Section 5 pages 92-95 and Prezi on page 108 mention condoms and dental dams but does not explicitly refer to male (external) and female (insertive) condoms until the birth control methods section in Section 6.2 on page 123 and 125. However, condoms are mentioned in the Prezi when it states that insertive (female) condoms protect against STIs. An insertive (female) condom demonstration could be added.
20	HIV Risk Reduction	Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing. EC § 51934(a)(5)	Provides information about the effectiveness and safety of reducing HIV transmission by decreasing needle use and needle sharing.	Compliant: Yes, if “Quick HIV/AIDS Facts” handout (page 100-101) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).
21	Treatment of HIV and STIs	Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others. EC § 51934(a)(6)	Provides information about treatment of HIV and other STIs that can reduce the likelihood of transmitting HIV to others.	Compliant: Yes, if “Sexually Transmitted Infections” handout (page 93-98) and “Quick HIV/AIDS Facts” handout (page 100-101) are utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).
			Provides information how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.	Compliant: No, needs minor modifications. Comments: Need to clarify that PEP and PrEP are not antiretroviral therapy for people living with HIV. “Sexually Transmitted Infections” handout (Session 5, p 95) mentions PrEP and PEP as though they are medications for people living with HIV. The difference between PEP, PrEP, and treatment as prevention needs to be clarified.

Curriculum Review Summary Report California Healthy Youth Act

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22	Social Views About HIV and AIDS	<p>Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.</p> <p>EC § 51934(a)(7)</p>	<p>Provides discussion on social views and addresses myths and stereotypes about HIV and AIDS, and people living with HIV.</p> <hr/> <p>Emphasizes the following required CHYA instruction:</p> <ul style="list-style-type: none"> • That successfully treated HIV-positive individuals have a normal life expectancy • All people are at risk for contracting HIV • The only way to know if someone has HIV is to get tested 	<p>Compliant: Yes, if “Quick HIV/AIDS Facts” handout (page 100-101) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).</p> <hr/> <p>Compliant: Yes, if “Quick HIV/AIDS Facts” handout (page 100-101) is utilized (i.e., not just handed out to students. Teacher needs to go over material as part of classroom instruction).</p>
23	Resources and Rights to Sexual and Reproductive Health Care Access	<p>Information about local resources, how to access local resources, and pupils’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.</p> <p>EC § 51934(a)(8)</p>	<p>Provides information about:</p> <ul style="list-style-type: none"> • Pupils’ legal rights to access local resources for sexual and reproductive health care • How to access sexual and reproductive health care services • Pregnancy prevention and care • Testing and treatment for HIV and other STIs • Assistance for sexual assault and intimate partner violence 	<p>Compliant: No, needs minor modification.</p> <p>Comments: LEAs will need to develop local referrals. Teen Talk provides a template for local referrals; some resources that are national and Bay Area-specific are provided.</p> <p>There is a problematic focus on the legal age of consent in California being age 18 (pages 207-209) embedded within the language about consensual sexual activity. The curriculum notes that California law states that minors under 18 cannot legally consent to have sex. This framework conflates the technical/legal issue of “unlawful sexual intercourse with a minor” with non-consensual sex and sexual assault. This could create confusion and this is not an appropriate framework for this topic. The reviewers recommend removing this information and revising using a framework of affirmative consent.</p> <p>The numerous mentions of FamilyPACT insurance program are a strength of this curriculum.</p>

Curriculum Review Summary Report California Healthy Youth Act

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24	FDA Approved Contraceptive Methods	<p>Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.</p> <p>EC § 51934(a)(9)</p>	<p>Provides information on the effectiveness and safety of all FDA-approved contraceptive methods:</p> <ul style="list-style-type: none"> • Implants • Intrauterine devices (IUDs) • The Shot • The Ring • The Patch • The Pill • Condoms: External ("male condom") • Condom: Internal/Insertive ("female condom") • Other barrier methods • Permanent methods • Emergency contraception 	<p>Compliant: No, needs minor modification.</p> <p>Comments:</p> <p>Complete medical reviews have been sent to the publishers/authors.</p> <p>Section 6.2 pages 130 and 137 referring to the sponge; the sponge does not need to be soaked in spermicidal jelly. The sponge already has spermicide in it and the person wets the sponge to use.</p>
25	Legally Available Pregnancy Outcomes	<p>Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:</p> <p>(A) Parenting, adoption and abortion</p> <p>(B) Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code</p> <p>(C) The importance of pre-natal care</p> <p>EC § 51934(a)(9)</p>	<p>Provides objective discussion on all of the following legally available pregnancy outcomes:</p> <ul style="list-style-type: none"> • Parenting • Adoption • Abortion • Information on surrendering physical custody of a minor child 72 hours of age or younger. • Importance of pre-natal care. 	<p>Compliant: Yes</p> <p>Comments:</p> <p>In the abortion section, the curriculum should note that while most surgical abortions are done in first 14 weeks, abortion is legal up to 24 weeks in California. Overall strong in this area; balanced and thorough.</p> <p>In addressing teen parenting, the curriculum appropriately says that teen parents shouldn't be stigmatized, and refers to the No Teen Shame website (lesson 11). However, in the optional teen parent panel and in the abstinence section on page 83 teen parenting is framed solely in a negative way, about how hard it is, which appears judgmental and undermines the other efforts not to stigmatize. This should be reframed.</p>

Curriculum Review Summary Report California Healthy Youth Act

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26	Harassment, Abuse, Violence and Trafficking	<p>Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking.</p> <p>EC § <u>51934(a)(10)</u></p>	Provides information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking.	<p>Compliant: Yes</p> <p>Comments: Session 10: In comparing this lesson for the middle school & high school, the middle school version uses the word “rape” while the high school version uses the word “sexual assault.” The reason for the difference in word choice is unclear.</p>
Additional CA Education Code requirements that allow for implementation of the CA Healthy Youth Act				
27	Right to Obtain Confidential Services	<p>Requires school districts to “notify pupils in grades 7-12 inclusive and the parents and guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.”</p> <p>EC § 46010.1</p>	Provides the knowledge of the right for the pupil to be excused from school to obtain confidential services	<p>Compliant: Yes</p>
28	Resources and Rights for LGBTQ pupils	<p>Information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils must be provided</p> <p>EC § 234.1(d)</p>	Provides information about local resources, how to access local resources, and youth’s legal rights to access local resources that support LGBTQ pupils and their families	<p>Compliant: No, needs minor modification.</p> <p>Comments: LEAs will have to create and provide their own local referral lists.</p> <p>Activity 1.7, page 27 states that it is strongly advised that users of Teen Talk Middle School create a list of local services in their own area for students receiving the instruction. Many county departments can assist in gathering this info as well as FamilyPACT. Page 32 lists places for teens with questions about LGBT issues.</p> <p>For LGBTQ resources, on page 67 it states "refer back to resources lists for LGBTQ resources" but the community resources lists in 1.7 did not have this information.</p> <p>These lists should have specific LGBTQ resources info</p>

Curriculum Review Summary Report California Healthy Youth Act

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			and note which clinics are LGBTQ-friendly.
29	Affirmative Consent *required only if a health education course is a graduation requirement	Comprehensive information for grades 9-12, inclusive, on sexual harassment and violence that includes but is not limited to all of the following: a discussion of the affirmative consent standard, as defined in paragraph (1) of subdivision (a) of Section 67386 EC § 33544(a)(2)	Provides knowledge of the affirmative consent standard and skills needed to establish boundaries in peer and dating relationships.

ADDITIONAL COMMENTS:

“Additional Activity 8” on page 257 is excellent and does a very good job in focusing in on bullying and harassment when it comes to hearing sexual derogatory terms towards LGBTQ students. It is done in a very age-appropriate way.

The curricular content needs to be more explicit with teacher instructions. In several lessons it was unclear if handouts were to be given to students or if they were provided solely for teachers’ background information. If teachers are supposed to be giving handouts to students, the instruction needs to incorporate discussion of the handout into the lesson. Giving students a handout is not an effective way of teaching required material.

Some activities require teachers to have extensive background information and ad-lib rather than providing a script or talking points for teachers to follow. For example, the main “Birth Control” activity in Session 6 (Activity 6.2) asks teacher to give a basic overview of each method which may be challenging depending on the knowledge base of the teachers implementing the curriculum. The “Additional Activity” in this lesson provides a much more comprehensive discussion of all the methods. If teachers decided to omit the “Additional Activity”, students would be missing critical information and only receive the “basic overview” that the teachers can provide with their own knowledge base.

Page 122 has a typo in #2. “Ask the for a few volunteers...” Same typo is on page 126.