

# Teen Talk Middle School (2019) California Healthy Youth Act Compliance Review

Based on California Education Code Sections 51930–51939

**Note to Instructor:** Implementing this curriculum as written (including *Extra* activities) ensures full compliance with the California Healthy Youth Act as adopted into California law on January 1, 2016. The chart below provides a summary of the most recent legal compliance review conducted in 2020–2021 by the California Healthy Kids Resource Center (CHKRC). For more information, visit: [www.health-connected.org/curriculum-review](http://www.health-connected.org/curriculum-review)

Criteria	Description (CA Education Code)	Teen Talk MS Compliance	Reviewer Determination & Recommendations	Publisher Response
<b><i>If providing any health education in any grade, all public and charter schools/districts in California must follow these guidelines:</i></b>				
Age Appropriate	<p>Instruction and materials shall be age appropriate.</p> <p><b>EC § 51933(a)</b></p> <p>“Age appropriate” refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.</p> <p><b>EC § 51931(a)</b></p>	<p>Health Connected’s curriculum series is carefully scaffolded to build critical knowledge and skills at age appropriate levels.</p> <p>Activities in Teen Talk MS are designed for students in <b>grades 7-8</b>.</p>	<p><b>Compliant</b></p> 	
Medically Accurate and Objective	<p>All factual information presented shall be medically accurate and objective.</p> <p><b>EC § 51933(b)</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 (CDC), the American Public Health Association (APHA), the American Academy of Pediatrics (AAP), and the American College of Obstetricians and Gynecologists (ACOG).</p> <p><b>EC § 51931(f)</b></p>	<p>Scientific facts and medical information in Teen Talk MS have been properly <b>cited</b> and thoroughly <b>reviewed</b> for accuracy by a team of expert medical professionals, including OB/GYNs, pediatricians, and public health directors.</p>	<p><b>Compliant</b></p> 	

<p>Appropriate for Diverse Pupils</p>	<p>Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.</p> <p><b>EC § 51933(d)(1)</b></p>	<p>Activities are designed with a trauma-informed lens to be <b>LGBTQ+ inclusive</b>, <b>culturally sensitive</b>, and <b>flexible</b> for diverse learning needs.</p>	<p><b>Compliant</b></p> 	
<p>English Learners</p>	<p>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.</p> <p><b>EC § 51933(d)(2)</b></p>	<p>All student-facing and family-facing documents and presentations have been adapted into <b>Spanish</b>.</p> <p>The trusted adult interview assignment <b>Back in the Day</b> may also be available in other languages upon request.</p>	<p><b>Compliant</b></p> 	
<p>Youth with Disabilities</p>	<p>Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.</p> <p><b>EC § 51933(d)(3)</b></p>	<p>Content from Teen Talk MS has been modified into <b>Teen Talk Adapted for All Abilities</b>, a flexible curriculum designed for students with various developmental and/or learning challenges.</p>	<p><b>Compliant</b></p> 	
<p>Unbiased Instruction</p>	<p>Instruction and materials shall not reflect bias 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 other any category protected by Section 220.</p> <p><b>EC § 51933(d)(4)</b></p>	<p>Teen Talk MS encourages self-reflection and personal values clarification, while promoting <b>respect</b> and <b>dignity for all</b>.</p>	<p><b>Compliant</b></p> 	

<p>Sexual Orientation</p>	<p>Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when providing examples of relationships and couples, shall be inclusive of same-sex relationships.</p> <p><b>EC § 51933(d)(5)</b></p>	<p>Sexual orientation is defined and discussed in <b>Lesson 3</b>:</p> <ul style="list-style-type: none"> <li>• <b>Genderbread Identity Prezi</b></li> <li>• <b>“Straightlaced” – Film Guide</b></li> </ul> <p>Examples of various identities and relationships are included in scenario-based activities:</p> <ul style="list-style-type: none"> <li>• <b>My Body, My Boundaries</b></li> <li>• <b>Are They Really Ready?</b></li> </ul>	<p><b>Compliant</b></p> 	
<p>Gender</p>	<p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p><b>EC § 51933(d)(6)</b></p>	<p>Gender identity and expression are defined and discussed in <b>Lesson 3</b>:</p> <ul style="list-style-type: none"> <li>• <b>Genderbread Identity Prezi</b></li> <li>• <b>“Straightlaced” – Film Guide</b></li> </ul> <p>This lesson also allows for critical thinking about gender stereotypes, social norms, and expectations.</p>	<p><b>Compliant</b></p>  <p><b>Comments:</b> Reviewers suggest the Gender Unicorn to be used to be most inclusive.</p>	<p>Next edition of Teen Talk MS will utilize a proprietary version of the graphic (“SOGIE Blobby”) and will fully acknowledge the origins and evolution of this teaching tool commonly used to illustrate the differences between sex, gender, expression, and attraction.</p>
<p>Adolescent Development and Body Image</p>	<p>Instruction and materials shall provide pupils with the knowledge and skills they need to develop healthy attitudes concerning body image, gender, sexual orientation, relationships, marriage, and family.</p> <p><b>EC § 51930(b)(2)</b></p>	<p>Positive messaging around body diversity and puberty are discussed in <b>Lesson 2</b>:</p> <ul style="list-style-type: none"> <li>• <b>Anatomy Lecture</b></li> <li>• <b>Puberty Charades</b></li> </ul> <p>Healthy relationship dynamics are analyzed in <b>Lesson 8</b>:</p> <ul style="list-style-type: none"> <li>• <b>Healthy Reasons to Want a Relationship</b></li> </ul>	<p><b>Compliant</b></p> 	

		<ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>What is Love?</b></li> </ul> <p>Body image, gender and sexual identity, and media literacy are explored in <b>Lessons 3 and 9:</b></p> <ul style="list-style-type: none"> <li>• <b>Genderbread Identity Prezi</b></li> <li>• <b>What I Know About SOGIE</b></li> <li>• <b>“Straightlaced” – Film Guide</b></li> <li>• <b>Body Image Inventory</b></li> <li>• <b>I Just Wanna Be Me!</b></li> </ul> <p>Teen Talk MS promotes respect for all people and celebration of diversity, with special emphasis on <b>self-acceptance</b>.</p>		
Communication with Parents, Guardians, Trusted Adults	<p>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.</p> <p><b>EC § 51933(e)</b></p>	<p>Trusted adult communication is strongly encouraged throughout Teen Talk MS and facilitated using <b>Back in the Day</b>.</p>	<p><b>Compliant</b></p> 	
Committed Relationships	<p>Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.</p> <p><b>EC § 51933(f)</b></p>	<p>Information about healthy, committed relationships is provided in <b>Lesson 8</b>.</p> <p>Open communication with partners is emphasized throughout Teen Talk MS as a protective factor against unintended pregnancy and/or STIs.</p>	<p><b>Compliant</b></p> 	

<p>Healthy Relationships</p>	<p>Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.</p> <p><b>EC § 51933(g)</b></p>	<p>Information about healthy, committed relationships is provided in <b>Lesson 8</b>.</p> <p>Affirmative consent is emphasized throughout Teen Talk MS as a protective factor against sexual crimes and intimate partner violence.</p>	<p><b>Compliant</b></p> 	
<p>Healthy Decision Making</p>	<p>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.</p> <p><b>EC § 51933(h)</b></p>	<p>Communication and decision-making skills are practiced in <b>Lesson 11</b>.</p> <p>Information needed to make informed decisions about sexual health and relationships is provided throughout Teen Talk MS.</p>	<p><b>Compliant</b></p>  <p><b>Comments:</b> Comprehensive; liked the variety and complexity of scenarios and activity for students to provide advice.</p>	
<p>Religious Doctrine</p>	<p>Instruction and materials may not teach or promote religious doctrine.</p> <p><b>EC § 51933(i)</b></p>	<p>Religion is mentioned as one of many factors that may influence personal values and decision-making throughout Teen Talk MS.</p>	<p><b>Compliant</b></p> 	

**The following content areas must be taught at least once in middle school (grades 7–8) and again at least once in high school (grades 9–12):**

<p>Nature of HIV and other STIs</p>	<p>Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.</p> <p><b>EC § 51934(a)(1)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> </ul>	<p><b>Needs Minor Adaptations</b></p>  <p><b>Comments:</b> Missing Hep C information.</p>	<p>Created extra activity <b>ABCs of Viral Hepatitis</b> (Fact Sheet) to include basic information about hepatitis A, B and C. <b>Available for distribution upon request for any provider using a current edition of this curriculum.</b></p>
<p>Transmission of HIV and other STIs</p>	<p>Information on the manner in which HIV and other sexually transmitted infections 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><b>EC § 51934(a)(2)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> </ul> <p>It is also mentioned in <b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>What is Sex?</b></li> </ul>	<p><b>Compliant</b></p>  <p><b>Comments:</b> Session #4 (pg. 96 and 99) – hand-to-genital contact does not commonly transmit STIs, but still possible. Maybe change language to ‘very unlikely’ as this is most accurate.</p>	<p>FAQs section of <b>Sexual Behaviors Tree</b> (p. 99) states that “<i>Hand-to-genital contact does not commonly transmit STIs, although it is possible.</i>” This statement will be emphasized and expanded for clarity in the next edition of Teen Talk MS.</p>
<p>Abstinence from Sexual Activity and Drug Use</p>	<p>Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other STIs and pregnancy.</p> <p><b>EC § 51934(a)(3)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> </ul> <p>It is also mentioned in <b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>What is Sex?</b></li> </ul>	<p><b>Compliant</b></p> 	

<p>Methods of Protection Against HIV and other 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 (CDC).</p> <p><b>EC § 51934(a)(4)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> <li>• <b>Condom Demonstration</b></li> <li>• <b>Internal Condom Demonstration</b></li> </ul>	<p><b>Compliant</b></p>  <p><b>Comments:</b> (pg. 185) Mentions internal condom not approved by FDA for anal sex, however it was approved for anal sex by FDA in 2018.</p> <p>The HIV testing info time frames are off (pg. 176). It conflates time for results to come back with amount of time it takes for infection to become detectable.</p>	<p>Next edition of Teen Talk MS will update these facts using the following references:</p> <p>Food and Drug Administration. (2018). Obstetrical and gynecological devices; Reclassification of single-use female condom, to be renamed single-use internal condom. Document 83 FR 48711.</p> <p>Centers for Diseases Control and Prevention. (2020). HIV testing. <a href="http://www.cdc.gov/hiv/testing">www.cdc.gov/hiv/testing</a></p>
<p>HIV Risk Reduction</p>	<p>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.</p> <p><b>EC § 51934(a)(5)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> </ul>	<p><b>Compliant</b></p> 	
<p>Treatment of HIV and other STIs</p>	<p>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.</p> <p><b>EC § 51934(a)(6)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> </ul>	<p><b>Needs Minor Adaptations</b></p>  <p><b>Comments:</b> Add GC &amp; CT to this content about treatment of STIs reducing risk of HIV transmission.</p>	<p><b>STI Information Sheet</b> explicitly mentions that having any STI increases the risk for contracting HIV, however we cannot find any information to verify that treatment for STIs (specifically GC &amp; CT) reduces HIV risk. In fact, this CDC resource states the opposite:</p>

				<a href="http://www.cdc.gov/std/hiv/stdfact-std-hiv-detailed.htm">www.cdc.gov/std/hiv/stdfact-std-hiv-detailed.htm</a> <i>"Given the close link between STDs and HIV in many studies, it seems obvious that treating STDs should reduce the risk of HIV. However, most studies that have treated STDs to prevent HIV have not lowered the risk of HIV." (CDC, 2021)</i>
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><b>EC § 51934(a)(7)</b></p>	<p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>STI Prezi</b></li> </ul>	<p><b>Compliant</b></p> 	
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><b>EC § 51934(a)(8)</b></p>	<p>This information is provided in <b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Clinics and Resources</b></li> </ul> <p>Topic-specific resources are also provided in:</p> <ul style="list-style-type: none"> <li>• <b>Quick Facts About HIV</b></li> <li>• <b>Body Image Inventory</b></li> <li>• <b>My Body, My Boundaries</b></li> </ul>	<p><b>Compliant</b></p>  <p><b>Comments:</b> Add ASHWG resource named Students' Rights and Resources List (template) available at <a href="http://www.ashwg.org/resources">www.ashwg.org/resources</a></p>	<p>Next edition of Teen Talk MS will include link to ASHWG Resource Template in <b>Lesson 1</b>.</p>

<p>FDA Approved Contraceptive Methods</p>	<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><b>EC § 51934(a)(9)</b></p>	<p>This information is provided in <b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• <b>All About Birth Control</b></li> <li>• <b>Birth Control Brainstorm</b></li> </ul>	<p><b>Compliant</b></p> 	
<p>Legally Available Pregnancy Outcomes</p>	<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. <b>HSC § 1255.7</b> [Also refer to <b>PC § 271.5</b>]</p> <p>(C) The importance of prenatal care.</p> <p><b>EC § 51934(a)(9)</b></p>	<p>This information is provided in <b>Lesson 6:</b></p> <ul style="list-style-type: none"> <li>• <b>Pregnancy Options</b></li> </ul>	<p><b>Compliant</b></p> 	
<p>Harassment, Assault, Abuse, and Trafficking</p>	<p>Information about sexual harassment, sexual assault, sexual abuse, and human trafficking.</p> <p><b>EC § 51934(a)(10)</b></p>	<p>Sexual crimes are defined and discussed in <b>Lesson 10:</b></p> <ul style="list-style-type: none"> <li>• <b>My Body, My Boundaries</b></li> </ul>	<p><b>Compliant</b></p> 	

Human Trafficking	<p>Information on human trafficking shall include both of the following:</p> <p>(A) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.</p> <p>(B) Information on how social media and mobile device applications are used for human trafficking.</p> <p><b>EC § 51934(a)(10)</b></p>	<p>Human trafficking is defined and discussed in <b>Lesson 10:</b></p> <ul style="list-style-type: none"> <li>• <b>My Body, My Boundaries</b></li> </ul> <p>Potential indications of sex trafficking are discussed in <b>Lesson 8:</b></p> <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> </ul>	<p><b>Compliant</b></p> 	
Adolescent Relationship Abuse and Intimate Partner Violence	<p>Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.</p> <p><b>EC § 51934(a)(11)</b></p>	<p>This information is provided in <b>Lesson 8:</b></p> <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>What is Love?</b></li> </ul>	<p><b>Compliant</b></p> 	
Sharing Sexually Explicit Materials	<p><b>Optional:</b> Instruction regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephone, social networking Internet Web sites, computer networks, or other digital media.</p> <p><b>EC § 51934(b)</b></p>	<p>This information is provided in:</p> <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>Body Image Inventory</b></li> <li>• <b>My Body, My Boundaries</b></li> </ul>	<p><b>Compliant</b></p> 	

<p>Right to Obtain Confidential Services</p>	<p>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><b>EC § 51934(a)(8), EC § 46010.1</b></p>	<p>This information is provided in the <b>Preface</b> (Minor's Sexual and Reproductive Rights in CA) for instructors to explain to families at an information session.</p> <p>It is also mentioned in <b>Lesson 1 Background Information</b>.</p>	<p><b>Compliant</b></p>  <p><b>Comments:</b> Could be added to parent notification letter?</p>	<p>We feel that this information is most effectively communicated to families live at an information session in order to carefully explain the law, to clarify the district's policy and procedure, and to field questions from parents/guardians.</p> <p>We also discuss this law when providing training on the curriculum and encourage instructors to research the policy and procedure at their school in order to communicate the information directly to students and families.</p>
<p>Resources and Rights for LGBTQ pupils</p>	<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><b>EC § 51934(a)(8), EC § 234.1(d)</b></p>	<p>LGBTQ+ resources are provided in <b>Lesson 1</b>:</p> <ul style="list-style-type: none"> <li>• <b>Clinics and Resources</b></li> </ul>	<p><b>Compliant</b></p> 	
<p>Affirmative Consent</p>	<p>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 <b>EC § 51933(g), EC § 33544(a)(2), EC § 67386(a)(1)</b></p>	<p>Affirmative consent is defined and discussed in:</p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>My Body, My Boundaries</b></li> </ul>	<p><b>Compliant</b></p> 	

#### Additional Comments from Reviewer:

- **Lesson 4** (pg. 96 and 99) – references to hand touching/ hand-to-genital transmission of STIs. While technically accurate, it is not a common route of transmission and may be misconstrued by some students. It does not appear in the high school version of the curricula. As middle school students are very concrete thinkers, is it necessary?

#### Publisher Response:

- Previous compliance reviewer specifically recommended including **“sexual touching”** in the discussion about sexual behaviors (types of sex) as hand-to-genital and genital-to-genital contact may be more prevalent among younger teens than sexual intercourse.