Grade 8
Sexual Health Curriculum
Overview

SAN DIEGO UNIFIED
SCHOOL DISTRICT

S e x u a l  H e a l t h  E d u c a t i o n  P r o g r a m
Rights, Respect, Responsibility

The Advocates for Youth’s *Rights, Respect, Responsibility* curriculum is based on the belief that:

- Youth have the right to honest sexual health information and equitable opportunities to reach their full potential.
- Youth deserve respect and to have their experiences be valued.
- Young people have the responsibility to protect themselves.
- Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health.
California Healthy Youth Act

Mandated by the State of CA.

Comprehensive sexual health and HIV prevention instruction must be:

• Taught at least once in middle school and at least once in high school.

• Age-appropriate if taught earlier than grade 7 and instruction must align with the general provisions (§§51930-3) and may include any of the general topics (§51934).

• Medically accurate, objective, and unbiased (§51933).

• Appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners (§51933).
All sexual health and HIV prevention instruction must:

• Promote understanding of sexuality as a normal part of human development.

• 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.

• 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.

• 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.

CA Education Code §51933
Parent/Guardian Notification

• You have the right to be notified of the sexual health and HIV prevention instruction that will be held at your school site.

• Typically a notification letter will be sent home in the beginning-of-the-year registration/enrollment packets.

• Parents/guardians must be notified at the beginning of the school year:
  • Comprehensive sexual health and HIV prevention instruction will be taking place.
  • Curriculum materials are available for parent/guardian preview.
  • You may excuse your child from instruction by providing a written request to the school.

CA Education Code §§51937-9
Parent/Guardian Rights

<table>
<thead>
<tr>
<th>Previewing Materials</th>
<th>Excusing Child from Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You have the right to preview all sexual health and HIV prevention instructional</td>
<td>• In order to excuse your child from the sexual health instruction, you must state your request</td>
</tr>
<tr>
<td>materials at the school site.</td>
<td>in writing to the school with a written and signed note to teacher.</td>
</tr>
<tr>
<td>• May preview at Parent Preview event or by scheduling directly with teacher.</td>
<td>• California requires “passive consent” for sexual health instruction, meaning if no opt-out</td>
</tr>
<tr>
<td>• Resources for previewing instructional materials are also available on our website.</td>
<td>note is provided by the parent then the student receives the instruction.</td>
</tr>
</tbody>
</table>

CA Education Code §51938
Curriculum Overview

- Aligned with National Sexuality Education Standards and CA Ed Code
- 10 lessons
- 50-minutes each
- Taught by trained classroom instructors
- Activity and skills-based instruction
- Homework in the following lessons: 1, 2, 3, 4, 5, 7, 8, 9, 10
Lesson Sequence

1. *Blue Is for Boys, Pink Is for Girls ... or Are They?* – gender and gender identity
3. *Everybody’s Got Body Parts* – reproductive anatomy
5. *STI Smarts* – STI and HIV transmission, prevention, and treatment
6. *Birth Control Basics* – contraception including abstinence and FDA-approved methods
7. *What If ...?* – signs of pregnancy and legally available pregnancy options
9. *Making SMART Choices* – decision-making skills to avoid high-risk activities
10. *Let’s Talk about Sex* – communication skills for reducing sexual health risks
## Lesson 1
**Blue Is for Boys, Pink Is for Girls ... or Are They?**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Name characteristics that are stereotypically attributed to “boys” and “girls.”</td>
<td>• Reflect on images of people and which gender they attribute the image to.</td>
</tr>
<tr>
<td>• Analyze cultural messages about gender.</td>
<td>• Brainstorm types of activities that they might assign to “boys” and “girls” and why they do.</td>
</tr>
<tr>
<td>• Describe connections between gendered messages and cultural discomfort around non-heterosexual orientations.</td>
<td>• Discuss whether being the other gender might allow them to feel free to do different things.</td>
</tr>
</tbody>
</table>

**Homework: Martin and Tia**

Students read the same scenario in which the roles of male and female are switched, reflect on which they find to be more realistic and why, and think about how they might combine the scenarios to show more equality between the genders.
Lesson 2
Sexual Orientation, Behavior, and Identity: How I Feel, What I Do, and Who I Am

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Name at least three different sexual orientations.</td>
<td>• Brainstorm “yellow flag” and “red flag” language to be aware of when respectfully discussing different sexual orientations.</td>
</tr>
<tr>
<td>• Compare the different components of sexual orientation: attraction, behavior, and identity.</td>
<td>• Engage in discussion of meaning and components of sexual orientation and transgender individuals.</td>
</tr>
<tr>
<td></td>
<td>• Explore and correct myths and facts regarding sexual orientation and gender identity.</td>
</tr>
</tbody>
</table>

**Homework: Who Do I Know?**
Students will name three people that they know or know of who as a whole represent more than one sexual orientation and reflect on what they about their orientation from that person.
## Lesson 3
### Everybody’s Got Body Parts

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Name female and male external and internal reproductive parts and their functions.</td>
<td>• Review information that might have already learning about reproductive anatomy by completing diagrams in groups.</td>
</tr>
<tr>
<td>• Demonstrate basic understanding of the menstrual cycle.</td>
<td>• Listen to and view information about reproductive body parts and functions.</td>
</tr>
<tr>
<td>• Demonstrate understanding of where sperm is made and how it leaves the body.</td>
<td>• Listen to and view information about the menstrual cycle and the sperm cycle.</td>
</tr>
</tbody>
</table>

**Homework: Female and Male Sexual and Reproductive Systems Crossword Puzzle**

Students will complete female and male reproduction anatomy crossword puzzles by filling in squares with anatomical parts that match a clue.
# Lesson 4
## Reproduction Basics

### Objectives

Students will be able to ...  

- Describe the process of reproduction.  
- Identify the correct order of steps involved in conception.  
- Define sexual intercourse.

### Activities

Students will ...  

- Reflect on prior knowledge regarding sexual intercourse and pregnancy.  
- View diagrams and explanations of the menstrual cycle and steps leading to conception.  
- Model the menstrual cycle, sperm cycle, and how to prevent pregnancy via birth control methods that block sperm from meeting an egg.

### Homework: *Reproduction Myth vs. Fact*

With a parent or caregiver, students will discuss four statements regarding the reproductive cycle and determine whether they are myths or facts and watch a short video with the answers.
# Lesson 5
## STI Smarts

### Objectives

Students will be able to ...

- Name facts about STI and HIV symptoms and testing.
- Apply this knowledge to situations relating to safer sex practices.
- Locate accurate online STI and HIV resources.

### Activities

Students will ...

- Compete in a “Jeopardy”-style game in teams to answer STI- and HIV-related questions.
- Reflect on the information that they learned during the game.
- Learn about California’s law regarding minors’ access to sexual health services.

### Homework: The STI Information I Need

Students will visit two different websites that supply STI information and will distinguish between one that provides accurate information and is respectful of teens and one that is not.
# Lesson 6
## Birth Control Basics

### Objectives

Students will be able to ...
- Describe the impact and correct and consistent use of birth control.
- Reflect on the reasons why people would want to use birth control.
- Define emergency contraception and when and how it used.

### Activities

Students will ...
- Reflect on goals that they might have at certain ages in their future and why delaying sexual activity and delaying pregnancy might help them reach these goals.
- Learn about a variety of FDA-birth control methods recommended for young adults and their efficacy if used correctly and consistently.
- Organize the types of birth control into categories depending on how they are used.

### Homework: N/A
## Lesson 7
**What If ...?**

### Objectives
Students will be able to ...
- Name symptoms of pregnancy and prenatal care considerations.
- Explain choices that people have when they learn that they are pregnant.
- Access medically accurate information on legally available pregnancy options and prenatal care.

### Activities
Students will ...
- Watch a video of a young woman who believes she might be pregnant and discuss her options.
- Brainstorm symptoms that people might have if they are pregnant and what they need to do to verify a pregnancy.
- Work in groups to reflect on scenarios in which someone finds themselves pregnant and what their options are.

### Homework: *Pregnancy Website Hunt*
Students will visit three different websites that supply medically accurate and legally available pregnancy information and resources and answer questions about pregnancy and prenatal care.
Lesson 8
Warning Signs: Understanding Sexual Abuse and Assault

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Name different types of sexual assault,</td>
<td>• Watch video clips in which information</td>
</tr>
<tr>
<td>including sex trafficking, and the possible</td>
<td>regarding sexual assault and relationship</td>
</tr>
<tr>
<td>impacts of assault or abuse.</td>
<td>abuse is described.</td>
</tr>
<tr>
<td>• List examples of assault and relationship</td>
<td>• Discuss different types of assault and abuse,</td>
</tr>
<tr>
<td>abuse.</td>
<td>examples of each, and the impact that these</td>
</tr>
<tr>
<td>• Demonstrate understanding of how and</td>
<td>situations can have on females and males.</td>
</tr>
<tr>
<td>where to report assault or abuse.</td>
<td>• Reflect on the meaning of consent within</td>
</tr>
<tr>
<td></td>
<td>relationships.</td>
</tr>
</tbody>
</table>

**Homework: Taking Action: Making Sexual Abuse and Assault STOP**
Students will go to a medically accurate and youth-positive online resource to answer questions about sexual abuse and assault, including how and where to report abuse and assault.
# Lesson 9
## Making SMART Choices

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
<td>Students will ...</td>
</tr>
<tr>
<td>• Demonstrate understanding of a decision-making model.</td>
<td>• Brainstorm ways to avoid a confrontational situation at school.</td>
</tr>
<tr>
<td>• Use a decision-making model to determine whether they want to be in a sexual relationship.</td>
<td>• Learn about the SMART Choices Model that can help young adults make informed and age-appropriate decisions.</td>
</tr>
<tr>
<td>• Apply this decision-making model to real-life situations.</td>
<td>• Apply the SMART model to scenarios in which young adults are deciding whether or not to have a sexual relationship.</td>
</tr>
</tbody>
</table>

### Homework: *Everything’s Different, Nothing’s Changed*

Students discuss with a parent or caregiver how pressures to have sex might be the same or different from when the parent/caregiver was a teenager and what information teenagers need to know in order to make healthy sexual decisions.
# Lesson 10
## Let’s Talk about Sex

### Objectives
Students will be able to ...
- Describe different types of communication that people use.
- Demonstrate how to effectively use assertive communication in relationships to enforce healthy decision-making.

### Activities
Students will ...
- Brainstorm what sometimes makes communicating about sex difficult.
- Define and describe aggressive, passive, and assertive communication.
- Practice communicating assertively in scenarios in which one person is pressuring the other person to have sex.

**Homework:** *Talking by Text: What Do You Mean?*

Students analyze different texting scenarios and explain what they would do in these situations to make the communication clearer and easier to understand.
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Youth Risk Behavior Survey Data:
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