



Grade 8 Sexual Health Curriculum Overview



Support makes everything possible.



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.

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.
- Notification will be given at least 14 days prior to instruction.
- 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 an electronic or written request to the school.

Parent/Guardian Rights

Previewing Materials	Excusing Child from Instruction
<ul style="list-style-type: none">• You have the right to preview all sexual health and HIV prevention instructional materials at the school site or online.• May also preview materials during a Parent Preview (virtual or at school site if open), or arrange a meeting with your child’s teacher.• Resources for previewing instructional materials are also available on our website.	<ul style="list-style-type: none">• In order to excuse your child from the sexual health instruction, you must state your request electronically or in writing to the teacher.• California requires “passive consent” for sexual health instruction, meaning if no opt-out note is provided by the parent then the student receives the instruction.

Privacy and Safety During Online Instruction

If delivered via an online learning format, it is important for families to ensure that:

- Students have headphones or a private space away from younger children to participate in these lessons.
- Students should not record or distribute any of the instructional material without their teacher's permission.

3Rs Curriculum Overview



- Aligned with [National Sexuality Education Standards](#) and [CA Ed Code](#)
- 10 lessons
- Taught by trained classroom instructors
- Activity and skills-based instruction
- Homework in the following lessons: 1, 2, 3, 4, 5, 6, 8, 9, 10
- View classroom-based lessons [here](#).

Online 3Rs Curriculum Overview



- 10 lessons based on Board-approved 3Rs curriculum
- Can be delivered synchronously or asynchronously
- Modified to be:
 - Delivered in less time, in about 20-minutes
 - Group activities modified to be individual activities
 - Students will spend an additional 15-20 minutes of asynchronous independent work
- View online lessons [here](#).

Lesson Sequence

1. ***Blue Is for Boys, Pink Is for Girls ... or Are They?*** – gender and gender identity
2. ***Sexual Orientation, Behavior, and Identity: How I Feel, What I Do, and Who I Am*** – sexual orientation and identity
3. ***Everybody's Got Body Parts*** – reproductive anatomy
4. ***Reproduction Basics*** – sexual reproduction
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
8. ***Warning Signs: Understanding Sexual Abuse and Assault*** – relationship violence
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?

Objectives

Students will be able to ...

- Name characteristics that are stereotypically attributed to “boys” and “girls.”
- Analyze cultural messages about gender.
- Describe connections between gendered messages and cultural discomfort around non-heterosexual orientations.

Activities

Students will ...

- Reflect on images of people and which gender they attribute the image to.
- Brainstorm types of activities that they might assign to “boys” and “girls” and why they do.
- Discuss whether being the other gender might allow them to feel free to do different things.

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

Objectives

Students will be able to ...

- Name at least three different sexual orientations.
- Compare the different components of sexual orientation: attraction, behavior, and identity.

Activities

Students will ...

- Review “yellow flag” and “red flag” language to be aware of when respectfully discussing different sexual orientations.
- Engage in discussion of meaning and components of sexual orientation and transgender identity.
- Explore and correct myths and facts regarding sexual orientation and gender identity.

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

Objectives

Students will be able to ...

- Name female and male external and internal reproductive parts and their functions.
- Demonstrate basic understanding of the menstrual cycle.
- Demonstrate understanding of where sperm is made and how it leaves the body.

Activities

Students will ...

- Review information that might have already been learned about reproductive anatomy by completing diagrams.
- Listen to and view information about reproductive body parts and functions.

Homework: *More about Bodies*

Students will listen to and view information about the menstrual cycle and the sperm cycle and answer questions about what they learned.

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 ...

- View diagrams and explanations of the menstrual cycle and steps leading to conception.
- Learn about 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 ...

- Play 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: *Taking Charge of My Sexual Health with STI Testing*

Students will answer questions from the lesson and will explore local teen friendly clinics on our Student Support website.

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:

Students brainstorm 1 question or belief they have about birth control to discuss with their parent/caregiver.

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.
- Reflect on scenarios in which someone finds themselves pregnant and what their options are.

Homework: *Pregnancy Web Hunt*

Visit 3 different websites that provide medically accurate and legally available pregnancy information and answer the questions about pregnancy and prenatal care.

Lesson 8

Warning Signs: Understanding Sexual Abuse and Assault

Objectives

Students will be able to ...

- Name different types of sexual assault, including sex trafficking, and the possible impacts of assault or abuse.
- List examples of assault and relationship abuse.
- Demonstrate understanding of how and where to report assault or abuse.

Activities

Students will

- Discuss different types of assault and abuse, examples of each, and the impact that these situations can have on females and males.
- Reflect on the meaning of consent within relationships.

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

Objectives

Students will be able to ...

- Demonstrate understanding of a decision-making model.
- Use a decision-making model to determine whether they want to be in a sexual relationship.
- Apply this decision-making model to real-life situations.

Activities

Students will ...

- Brainstorm ways to avoid a confrontational situation at school.
- Learn about the SMART Choices Model that can help young adults make informed and age-appropriate decisions.
- Apply the SMART model to scenarios in which young adults are deciding whether or not to have a sexual relationship.

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.

Have Questions?

Please contact your child's school Principal with questions about the online Sex Ed curriculum.

Find the Principal's contact information on the school's website. Click [here](#) for a list of school websites.

