

## 8th grade Comprehensive Sexual Health Lessons

### California Health Content Standards

#### Standard 1: Essential Concepts

- 1.2.G Summarize the human reproduction cycle.
- 1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
- 1.4.G Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
- 1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.
- 1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
- 1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- 1.9.G Explain why individuals have the right to refuse sexual contact.
- 1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.
- 1.11.S Describe the differences between physical, verbal and sexual violence
- 1.12.G Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law.

## **Standard 2: Analyzing Influences**

2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

## **Standard 3: Accessing Valid Information**

- 3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
- 3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
- 3.3.G Identify health care providers for reproductive and sexual health services.

## **Standard 4: Interpersonal Communication**

- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.
- 4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
- 4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.G Describe strategies for refusing unwanted sexual activity.

## **SEL Competencies (Delivered in Academy Homerooms)**

**Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.**

- Identifying one's emotions
- Linking feelings, values, thoughts
- Experiencing self-efficacy

**Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.**

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals

**Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.**

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Recognizing situational demands and opportunities

**Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.**

- Communicating effectively
- Developing positive relationships
- Seeking or offering support and help when needed
- Standing up for the rights of others

**Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. Responsible Decision Making**

- Anticipating and evaluating the consequences of one's actions.

## Sexual Health Unit (Delivered in Science Classes)

Students will be able to:

- Describe the nature and transmission of HIV and other sexually transmitted infections (STIs)
- –Explain HIV and STI prevention and treatment
- Understand social views of HIV and AIDS, including stereotypes and myths  
[HIV and AIDS Social Issues](#)
- Describe the effectiveness and safety of all FDA-approved contraceptive methods
- Explain the importance of prenatal care
- List all legally available pregnancy outcomes, including parenting, adoption, and abortion
- Describe California's Newborn Safe Surrender Law and minor health care rights
- Identify health care providers for reproductive and sexual health services

### Lesson Resources -

- Microbiology of Infectious Disease - Virus, Bacteria and Parasite
  - Lesson Plan Resources: [MicroMatters](#), [Microbes and Disease](#)
  - Transmission of Disease [Direct Transmission Simulation](#) or [Science-Health Partnership](#)
  - *Simulations* - [Buzz](#), [Buzz Bite](#)
- Sexually Transmitted Infections, HIV and AIDS
  - Lesson Plan Resources: [HIV, AIDS and STD Basics](#) or [STI Smarts](#)
    - PowerPoints: [Some STD](#)
    - [History of HIV at 30](#)
    - *Stereotypes and Myths*
    - *HIV Transmission Puzzle*
  - Activity: Posters STD Transmission and Prevention
    - Resources: [CDC STI Fact Sheets](#) and [CDC HIV/AIDS](#)
- Review Reproductive System and Conception, Birth Control Basics

- Lesson Plan Resources: [Everybody's Got Body Parts](#), or [Menstruation and Pregnancy](#)
  - Support Materials: [Menstruation and Fertility PPT](#)
- Activity: [Quiz, Quiz Trade](#)
- Abstinence, Pregnancy options and Local Resources: [Contra Costa County Youth Health Services](#) [Planned Parenthood Walnut Creek](#), [Minor Consent](#), [Newborn Safe Surrender](#) [American Academy of Pediatrics Help Pregnant Teens Know their Options](#) FDA approved contraceptive methods
  - Lesson Plan Resources: [Birth Control Basics](#) or [Birth Control Basics](#)
    - PowerPoints: [Menstruation and Pregnancy](#); [Birth Control Basics](#)
- Activity: [Worksheet](#) and [Bedsider Website](#)

### **Healthy Relationships (Delivered in History Classes)**

Students will be able to:

- Practice identifying healthy and unhealthy characteristics in a relationship.
- Understand the difference between flirting and hurting/sexual harassment
- Define sexual assault, human trafficking, adolescent relationship abuse and intimate partner violence.
- Understand the difference between biological gender, gender identity and sexual orientation.
- Practice assertive communication and authentic consent

### **[HEALTHY RELATIONSHIPS SLIDE DECK](#)**

### **[GENDER DIVERSITY SLIDE DECK](#)**

## Lesson Resources:

### Gender & Sexual Orientation

- [Understanding Gender \(Gender Spectrum\)](#)
- [Sexual Orientation, Behavior and Identity; Blue is for Boys, Pink is for Girls . . . Or are they?](#)

### Sexual Harrassment, Sexual Abuse and Human Trafficking

- [Warning Signs: Understanding Sexual Abuse and Assault](#) (Advocates for Youth)
- [Understanding Sexual Assault & Human Trafficking: Setting Clear Boundaries](#) (SFUSD);
  - [Steps to Stop Sexual Harassment](#)
  - [Love is Respect](#)

### Healthy Relationships

- [Healthy and Unhealthy Relationships](#) (CA H Framework)

### Communication and Authentic Consent

- [Let's Talk About Sex](#) (Advocates for Youth);
- [Authentic Consent](#) (SFUSD)
  - Videos: [2 Minutes will Change the Way You Think About Consent](#); [Tea Consent](#); [Consent for Kids](#)