



# Family Life Education

## 2022-2023 Scope and Sequence

### Stepping Stones to Better Living: Responsible Decisions– Grade 8

Stepping Stones to Better Living: Responsible Decisions  Grade 8	OVERVIEW
	<p><i>"The mission of the Family Life Education Department is to provide a medically accurate and age appropriate human development and sexuality education that encourages parent/child communication, promotes abstinence and enables all students to make responsible decisions regarding their health and sexuality."</i></p> <p>Each year, parents of middle school students are given the opportunity to choose a Family Life Education course for their child. The two courses are: MY LIFE: Choices Today for a Healthy Tomorrow, an abstinence-until-marriage course or STEPPING STONES TO BETTER LIVING: Responsible Decisions, an abstinence-based comprehensive course. Parents can also choose to opt their child out of either Family Life Education course.</p>
Links to Parent Resources	
Program Video	<a href="#">Family Life Education Curriculum Information Video (updated 2022)</a>
Student Workbook	<a href="#">Stepping Stones 8<sup>th</sup> Grade Student Booklet</a>
*Some lessons in grade 8 are divided by biological sex. Sexual harassment, dating violence and sex trafficking will be discussed. Please contact your Stepping Stones teacher for your school for accommodations, questions or concerns.	

UNIT	Topics Covered	NATIONAL SEXUALITY EDUCATION STANDARDS
Lesson 1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Class Rules</li> <li>• Syllabus</li> </ul>	
Lesson 2	<ul style="list-style-type: none"> <li>• Healthy and Unhealthy Relationships</li> <li>• Resources</li> <li>• Consent</li> </ul>	<p><b>CHR.8.CC.1</b> Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p><b>CHR.8.CC.2</b> Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships.</p> <p><b>CHR.8.CC.3</b> Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p><b>CHR.8.CC.4</b> Define sexual consent and sexual agency.</p> <p><b>CHR.8.IC.2</b> Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.</p> <p><b>CHR.8.INF.1</b> Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships</p> <p><b>CHR.8.SM.1</b> Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.</p>
Lesson 3	<ul style="list-style-type: none"> <li>• Gender Inclusivity</li> <li>• Sexual Orientation</li> </ul>	<p><b>GI.8.IC.1</b> Demonstrate ways to communicate respectfully with and about people of all gender identities</p> <p><b>SO.8.CC.1</b> Recall the definition of sexual orientation and</p>



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		<p>explain that most people have a sexual orientation.</p> <p><b>SO.8.CC.2</b> Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual).</p> <p><b>SO.8.AI.1</b> Access credible sources of information about sexual orientation</p> <p><b>SO.8.IC.1</b> Demonstrate ways to communicate respectfully with and about people of all sexual orientations.</p>
Lesson 4	<ul style="list-style-type: none"> <li>• <b>Communication Styles</b></li> <li>• <b>Refusal Skills</b></li> <li>• <b>Consent</b></li> </ul>	<p><b>CHR.8.IC.1</b> Demonstrate communication skills that will support healthy relationships.</p> <p><b>CHR.8.IC.2</b> Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.</p> <p><b>CHR.8.INF.3</b> Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity.</p>
Lesson 5	<ul style="list-style-type: none"> <li>• <b>Sexual Abuse</b></li> <li>• <b>Sexual Harassment</b></li> <li>• <b>Sexual Assault</b></li> <li>• <b>Dating Violence</b></li> <li>• <b>Reporting</b></li> </ul>	<p><b>IV.8.CC.1</b> Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health.</p> <p><b>IV.8.AI.1</b> Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p><b>IV.8.SM.1</b> Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors.</p>
Lesson 6	<ul style="list-style-type: none"> <li>• <b>Sex Trafficking Prevention</b></li> </ul>	<p><b>IV.8.CC.3</b> Define sex trafficking, sexual exploitation, and gender-based violence.</p> <p><b>IV.8.INF.1</b> Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p><b>IV.8.AI.1</b> Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p>
Lesson 7-8	<ul style="list-style-type: none"> <li>• <b>Human Reproduction Review</b></li> <li>• <b>Testicular Self-Exams</b> (males only)</li> <li>• <b>Breast Self-Exams</b> (females only)</li> </ul>	<p><b>AP.8.CC.1</b> Describe male and female sexual and reproductive systems including body parts and their functions.</p> <p><b>PR.8.CC.1</b> Define sexual intercourse and its relationship to human reproduction.</p>



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Lesson 9	<ul style="list-style-type: none"> <li><b>Sexually Transmitted Infections/Diseases</b></li> </ul>	<p><b>SH.8.CC.5</b> Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted.</p> <p><b>SH.8.CC.6</b> Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV).</p>
Lesson 10	<ul style="list-style-type: none"> <li><b>HIV/AIDS</b></li> </ul>	<p><b>SH.8.CC.7</b> Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission.</p> <p><b>SH.8.CC.8</b> Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p><b>SH.8.CC.9</b> Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition.</p> <p><b>SH.8.CC.10</b> Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment.</p>
Lesson 11-12	<ul style="list-style-type: none"> <li><b>Contraceptives</b></li> </ul>	<p><b>SH.8.CC.2</b> Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.</p> <p><b>SH.8.CC.3</b> List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)</p> <p><b>SH.8.SM.1</b> Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams).</p>
Lesson 13	<ul style="list-style-type: none"> <li><b>Pregnancy/Parenting</b></li> </ul>	<p><b>PR.8.CC.5</b> Describe the signs and symptoms of a pregnancy.</p> <p><b>SH.5.CC.2</b> Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p> <p><b>SH.8.DM.1</b> Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>
Lesson 14	<ul style="list-style-type: none"> <li><b>Review Activities, Future Goals</b></li> </ul>	<p><b>SH.8.GS.1</b> Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV).</p>