



# Family Life Education

## 2022-2023 Scope and Sequence

### Stepping Stones to Better Living: Responsible Decisions— Grade 6

Stepping Stones to Better Living: Responsible Decisions  Grade 6	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 6<sup>th</sup> Grade Student Booklet</a>
*Some lessons in grade 6 are divided by biological sex. Sexual harassment will be taught. Please contact your Stepping Stones teacher for your school for accommodations, questions or concerns.	

UNIT	Topics Covered	NATIONAL SEXUALITY EDUCATION STANDARDS
Girls Lesson 1	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• <b>Class Rules</b></li> <li>• <b>Syllabus</b></li> <li>• <b>Self Esteem</b></li> </ul>	<b>IV.2.IC.1</b> Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).
Girls Lesson 2	<ul style="list-style-type: none"> <li>• <b>Gender Roles and Stereotypes</b></li> </ul>	<b>GI.8.INF.1</b> Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
Girls Lesson 3	<ul style="list-style-type: none"> <li>• <b>Female Reproductive System</b></li> <li>• <b>Menstrual Cycle</b></li> <li>• <b>Period Products</b></li> </ul>	<b>AP.8.CC.1</b> Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises).
Girls Lesson 4	<ul style="list-style-type: none"> <li>• <b>Male reproductive System</b></li> </ul>	<b>AP.8.CC.1</b> (see above)
Girls Lesson 5	<ul style="list-style-type: none"> <li>• <b>Sexual Intercourse</b></li> <li>• <b>Conception</b></li> </ul>	<b>PR.8.CC.1</b> Define sexual intercourse and its relationship to human reproduction.
Girls Lesson 6	<ul style="list-style-type: none"> <li>• <b>Pregnancy</b></li> <li>• <b>Fetal Development</b></li> </ul>	<b>PR.8.CC.5</b> Describe the signs and symptoms of a pregnancy.



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Girls Lesson 6	<ul style="list-style-type: none"> <li><b>Childbirth</b></li> </ul>	<b>SH.5.CC.2</b> Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
Girls Lesson 7	<ul style="list-style-type: none"> <li><b>Abstinence</b></li> <li><b>HIV/AIDS</b></li> </ul>	<b>PR.8.CC.2</b> Define sexual abstinence as it relates to pregnancy prevention. <b>SH.8.CC.3</b> Describe the signs, symptoms and potential impacts of STDs, including HIV. <b>SH.8.AI.2</b> Identify local STD and HIV testing and treatment resources.
Girls Lesson 8	<ul style="list-style-type: none"> <li><b>Consent</b></li> <li><b>Reporting</b></li> </ul>	<b>CHR.5.IC.1</b> Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. <b>CHR.5.CC.2</b> Explain the relationship between consent, personal boundaries, and bodily autonomy.
Boys Lesson 1	<ul style="list-style-type: none"> <li><b>Introduction</b></li> <li><b>Class Rules</b></li> <li><b>Syllabus</b></li> <li><b>Self Esteem</b></li> </ul>	<b>IV.2.IC.1</b> Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).
Boys Lesson 2	<ul style="list-style-type: none"> <li><b>Gender Roles and Stereotypes</b></li> </ul>	<b>GI.8.INF.1</b> Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
Boys Lesson 3	<ul style="list-style-type: none"> <li><b>Male Reproductive System</b></li> </ul>	<b>AP.8.CC.1</b> Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)
Boys Lesson 4	<ul style="list-style-type: none"> <li><b>Female Reproductive System</b></li> <li><b>Menstrual Cycle</b></li> <li><b>Period Products</b></li> </ul>	<b>AP.8.CC.1</b> (see above)
Boys Lesson 5	<ul style="list-style-type: none"> <li><b>Sexual Intercourse</b></li> <li><b>Conception</b></li> <li><b>Twins</b></li> </ul>	<b>PR.8.CC.1</b> Define sexual intercourse and its relationship to human reproduction.
Boys Lesson 6	<ul style="list-style-type: none"> <li><b>Pregnancy</b></li> <li><b>Fetal Development</b></li> <li><b>Childbirth</b></li> </ul>	<b>PR.8.CC.5</b> Describe the signs and symptoms of a pregnancy. <b>SH.5.CC.2</b> Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
Boys Lesson 7	<ul style="list-style-type: none"> <li><b>Abstinence</b></li> <li><b>HIV/AIDS</b></li> </ul>	<b>PR.8.CC.2</b> Define sexual abstinence as it relates to pregnancy prevention. <b>SH.8.CC.3</b> Describe the signs, symptoms and potential impacts of STDs, including HIV. <b>SH.8.AI.2</b> Identify local STD and HIV testing and treatment resources.



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Boys Lesson 8	<ul style="list-style-type: none"><li>• <b>Consent</b></li><li>• <b>Reporting</b></li></ul>	<p><b>CHR.5.IC.1</b> Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p><b>CHR.5.CC.2</b> Explain the relationship between consent, personal boundaries, and bodily autonomy.</p>
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