

**Austin Independent School District
Middle School Lesson Overviews (Grades 6-8)
Human Sexuality Curriculum**



School Year 2022-23

GRADE 6

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>1. Introduction and Relationships</p> <p>What does all of this mean and why is it important?</p> <p>Who do we have relationships with and how do we keep them healthy?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 6.20(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage; ● 6.20(B) describe how friendships provide a foundation for healthy dating/romantic relationships; ● 6.20(C) list healthy ways to express friendship, affection, and love; ● 6.20(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility; ● 6.20(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect <p>NSES:</p> <ul style="list-style-type: none"> ● CHR.8.CC.1: Compare and contrast the characteristics of healthy and unhealthy relationships ● CHR.8.CC.3: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships 	<ul style="list-style-type: none"> ● Define relationship. ● Describe the types of relationships in your life. ● Describe the characteristics of healthy relationships. ● Explain how friendship can provide a foundation for healthy dating/romantic relationships.
<p>2. Unhealthy Relationships and Abuse</p> <p>What are characteristics of harmful relationships and how do I stay safe?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 6.21.(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse; ● 6.21.(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; ● 6.21.(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation; ● 6.21.(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult; ● 6.23.(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault. 	<ul style="list-style-type: none"> ● List the characteristics unhealthy or harmful relationships ● Identify types of abuse, including digital abuse and harassment ● Explore the consequences of abuse ● Describe ways to get help
<p>3. Trafficking and Exploitation</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 6.12(A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking; ● 6.13(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; 	<ul style="list-style-type: none"> ● Define Trafficking and Exploitation ● Explore how technology is used to find victims ● Examine scenarios and ways to get help

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	<ul style="list-style-type: none"> • 6.13(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; • 6.13(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; • 6.21(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse; • 6.21(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; 	
<p>4. Reproductive Anatomy</p> <p>What are the reproductive parts of my body and how do I keep them healthy?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> • 6.22.(B) describe the process, characteristics, and variations of the menstrual cycle; <p>NSES:</p> <ul style="list-style-type: none"> • AP.8.CC.1 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) 	<ul style="list-style-type: none"> • Describe the parts of the human reproductive system
<p>5. Puberty, Adolescent Development, and the Brain</p> <p>What is my body doing and why?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> • 6.22.(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals; • 6.22.(C) analyze the role of hormones related to growth and development and personal health; 	<ul style="list-style-type: none"> • Define puberty • Describe the physical and emotional changes that can happen during puberty • Analyze the role of hormones related to growth and development
<p>6. Sex, Abstinence and Making healthy Decisions</p> <p>What is all the hubbub and how do I decide what is right for me?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> • 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity; • 6.23.(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age; • 6.23.(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent; • 6.23.(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; • 6.23.(H) list the benefits of abstinence from sexual activity such as increased 	<ul style="list-style-type: none"> • Define abstinence and explore the benefits • Identify possible outcomes of sexual activity • Describe strategies for making and communicating decisions related to abstinence

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	self-esteem, selfconfidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values	
<p>7. Pregnancy</p> <p>Where do babies come from?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 6.22.(B) describe the process, characteristics, and variations of the menstrual cycle; 6.22.(D) describe the cellular process of fertilization in human reproduction; and 6.22.(E) explain [identify] significant milestones of fetal development. 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity; 	<ul style="list-style-type: none"> Review the menstrual cycle Describe the process of fertilization and human reproduction, or pregnancy Explain the process of fetal development
<p>8. Sexually Transmitted Infections</p> <p>What are they and how are they transmitted?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 6.23.(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity; 6.23.(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs , including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity; <p>NSES:</p> <ul style="list-style-type: none"> SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV) SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission 	<ul style="list-style-type: none"> Define Sexually Transmitted Infection/Disease. Describe the types of STIs and how they are transmitted. Develop a plan for avoiding infection with STIs
<p>9. Setting Goals, Boundaries and Consent</p> <p>What do I want in life and how do boundaries help get me there?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 6.21.(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; 6.21.(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and 6.21.(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as 	<ul style="list-style-type: none"> Explain how setting and achieving goals can increase a healthy sense of self Define personal boundaries Describe how respecting the boundaries of others promotes healthy relationships

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	<p>holding hands, hugging, and kissing.</p> <ul style="list-style-type: none">• 6.23.(B) identify life goals that one wishes to achieve prior to becoming a parent; <p>NSES:</p> <ul style="list-style-type: none">• CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	
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GRADE 7

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>1.Introduction and Relationships</p> <p>What does all of this mean and why is it important?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage; ● 7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships; ● 7-8.20.(C) describe healthy ways to express friendship, affection, and love; ● 7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage; ● 7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect; 	<ul style="list-style-type: none"> ● Determine class guidelines for respectful discussions ● Define human sexuality. ● Analyze messages about sexuality ● Compare and contrast different types of relationships ● Examine qualities of healthy relationships
<p>2.Unhealthy Relationships and Abuse</p> <p>Who do we have relationships with and how do we keep them healthy?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse; ● 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; ● 7-8.21.(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation; ● 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence; ● 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others 	<ul style="list-style-type: none"> ● Define dating violence and the characteristics unhealthy relationships ● Identify types of abuse ● Explore the consequences of abuse ● Describe ways to avoid abusive relationships

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<p>3.Trafficking and Exploitation</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.12.(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking; ● 7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; ● 7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; ● 7-8.13.(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; ● 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; ● 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence; ● 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others 	<ul style="list-style-type: none"> ● Describe the use of technology in recruiting young people for trafficking ● Explore strategies for staying safe online ● Discuss the importance of telling a trusted adult if you think that you or someone you know is being targeted for exploitation or trafficking
<p>4.Communication and Boundaries</p> <p>What are characteristics of harmful relationships and how do I stay safe?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.20.(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage; ● 7-8.21.(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact. 	<ul style="list-style-type: none"> ● Describe methods of communicating in relationships ● Discuss setting and respecting boundaries ● Examine the importance of clearly communicating and respecting boundaries
<p>5.Reproductive Anatomy and Adolescent Development</p> <p>What are the reproductive parts of my body and how are they changing right now?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.22.(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence; <p>NSES:</p> <ul style="list-style-type: none"> ● AP.8.CC.1 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) 	<ul style="list-style-type: none"> ● Describe the parts of the human reproductive system ● Describe the physical, hormonal, and emotional changes that can happen during puberty ● Explain the body’s process of preparing for pregnancy

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<p>6.Pregnancy and Abstinence</p> <p>How does pregnancy happen and how do I prevent it?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.22.(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse; ● 7-8.23.(A) explain how teen pregnancy is a possible outcome of sexual activity; ● 7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; ● 7-8.23.(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent; ● 7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; ● 7-8.23.(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement; 	<ul style="list-style-type: none"> ● Describe the process of fertilization and human reproduction, and pregnancy ● Explain significant milestones of fetal development and how to maintain a healthy pregnancy ● Analyze the importance of abstinence
<p>7.Consequences of Sexual Activity</p> <p>What could happen when someone chooses to have sex?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.23.(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer; ● 7-8.23.(D) describe various modes of transmission of STDs/STIs ● 7.23.(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; ● 7-8.23.(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially; ● 7-8.23.(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern; ● 7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; ● 7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; ● 7-8.23.(L) analyze the effectiveness and the risks and failure rates (human-use 	<ul style="list-style-type: none"> ● Describe the types of STIs and how they are transmitted. ● Identify different methods of contraception. ● Explore ways to avoid the negative consequences of sexual activity.

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	<p>reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;</p> <ul style="list-style-type: none"> 7-8.23.(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females; 	
<p>8.Digital Communication</p> <p>How can we communicate online in safe and respectful ways?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; 7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; 	<ul style="list-style-type: none"> Identify the role of social media in our lives Reflect on the positive and negative effects of using social media on their relationships. Develop strategies for responding to online content that may be inappropriate or disrespectful Discuss how to seek help when faced with inappropriate digital communications
<p>9.Putting It All Together</p> <p>Putting It All Together</p>		<ul style="list-style-type: none"> Review and the Human Sexuality and Responsibility Unit Reflect on what matters most



GRADE 8

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>1. Introduction and Relationships What does all of this mean and why is it important?</p>	<ul style="list-style-type: none"> ● 7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage; ● 7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships; ● 7-8.20.(C) describe healthy ways to express friendship, affection, and love; ● 7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage; ● 7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect; 	<ul style="list-style-type: none"> ● Determine class guidelines for respectful discussions ● Define human sexuality. ● Analyze messages about sexuality ● Compare and contrast different types of relationships ● Examine qualities of healthy relationships
<p>2. Unhealthy Relationships and Abuse Who do we have relationships with and how do we keep them healthy?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse; ● 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; ● 7-8.21.(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation; ● 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence; ● 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others ● 7-8.23.(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and ● 7-8.23.(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault. 	<ul style="list-style-type: none"> ● Define dating violence and the characteristics unhealthy relationships ● Identify types of abuse ● Explore the consequences of abuse ● Describe ways to avoid abusive relationships

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<p>3. Trafficking and Exploitation</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.12.(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking; 7-8.13.(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence; 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others 	<ul style="list-style-type: none"> Describe the use of technology in recruiting young people for trafficking Explore strategies for staying safe online Discuss the importance of telling a trusted adult if you think that you or someone you know is being targeted for exploitation or trafficking
<p>4. Communication and Boundaries</p> <p>What are characteristics of harmful relationships and how do I stay safe?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.20.(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage; 7-8.21.(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact. 	<ul style="list-style-type: none"> Describe methods of communicating in relationships Discuss setting and respecting boundaries Examine the importance of clearly communicating and respecting boundaries
<p>5. Reproductive Anatomy and Adolescent Development</p> <p>What are the reproductive parts of my body and how are they changing right now?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.22.(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence; <p>NSES:</p> <ul style="list-style-type: none"> AP.8.CC.1 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) 	<ul style="list-style-type: none"> Describe the parts of the human reproductive system Describe the physical, hormonal, and emotional changes that can happen during puberty Explain the body's process of preparing for pregnancy
<p>6. Pregnancy and Abstinence</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.22.(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse; 	<ul style="list-style-type: none"> Describe the process of fertilization and human reproduction, and pregnancy

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<p>How does pregnancy happen and how do I prevent it?</p>	<ul style="list-style-type: none"> ● 7-8.22.(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and ● 7-8.22.(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment. ● 7-8.23.(A) explain how teen pregnancy is a possible outcome of sexual activity; ● 7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; ● 7-8.23.(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent; ● 7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; ● 7-8.23.(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement; 	<ul style="list-style-type: none"> ● Explain significant milestones of fetal development and how to maintain a healthy pregnancy ● Analyze the importance of abstinence
<p>7. Consequences of Sexual Activity</p> <p>What could happen when someone chooses to have sex?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 7-8.23.(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer; ● 7-8.23.(D) describe various modes of transmission of STDs/STIs ● 7.23.(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; ● 7-8.23.(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially; ● 7-8.23.(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern; ● 7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; ● 7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; 	<ul style="list-style-type: none"> ● Describe the types of STIs and how they are transmitted. ● Identify different methods of contraception. ● Explore ways to avoid the negative consequences of sexual activity.

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	<ul style="list-style-type: none"> 7-8.23.(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy; 7-8.23.(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females; 	
<p>8. Digital Communication</p> <p>How can we communicate online in safe and respectful ways?</p>	<p>TEKS:</p> <ul style="list-style-type: none"> 7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; 7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; <p>NSES</p> <ul style="list-style-type: none"> CHR.8.INF.2 Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication) 	<ul style="list-style-type: none"> Identify the role of social media in our lives Reflect on the positive and negative effects of using social media on their relationships. Develop strategies for responding to online content that may be inappropriate or disrespectful Discuss how to seek help when faced with inappropriate digital communications
<p>9. Putting It All Together</p> <p>Putting It All Together</p>		<ul style="list-style-type: none"> Review and the Human Sexuality and Responsibility Unit Reflect on what matters most