

**Austin Independent School District  
Elementary Lesson Overviews (Grades K-2)  
Human Sexuality Curriculum**



**School Year 2022-23**

**Kindergarten**

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<b>My Body</b>	<p><u>NSES</u></p> <ul style="list-style-type: none"> <li>AP.2.CC.1: List medically accurate names for body parts, including the genitals</li> </ul>	<ul style="list-style-type: none"> <li>Define trusted adult</li> <li>Recite the names of the middle body parts.</li> <li>Identify at least two trusted adults students can talk to about their body</li> </ul>
<b>Listening to My Body</b>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> <li>K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.</li> </ul> <p><u>NSES</u></p> <ul style="list-style-type: none"> <li>IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> </ul>	<ul style="list-style-type: none"> <li>Practice listening to the warning signs from the body</li> <li>Demonstrate ways to say no in uncomfortable situations</li> <li>Identify trusted adults to whom students can talk about being uncomfortable or unsafe</li> </ul>
<b>Keeping My Body Safe</b>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> <li>K.9(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations</li> <li>K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment</li> <li>K.12(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person</li> </ul> <p><u>NSES</u></p> <ul style="list-style-type: none"> <li>IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)</li> </ul>	<ul style="list-style-type: none"> <li>Identify behaviors that some people may like and some people may not like</li> <li>Explain how to recognize when someone does not like a behavior that you are doing</li> <li>Demonstrate how to respond when someone touches them in a way they do not feel comfortable</li> <li>Identify trusted adults to whom students can talk about keeping their body safe.</li> </ul>

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**GRADE 1**

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<b>Living Things</b>	<u>NSES:</u> <ul style="list-style-type: none"> <li>SH.2.CC.1: Define reproduction and explain that all living things may have the capacity to reproduce.</li> </ul>	<ul style="list-style-type: none"> <li>Define trusted adult</li> <li>Explain the difference between living and nonliving things.</li> <li>Define reproduction</li> </ul>
<b>My Body</b>	<u>NSES</u> <ul style="list-style-type: none"> <li>AP.2.CC.1: List medically accurate names for body parts, including the genitals</li> </ul>	<ul style="list-style-type: none"> <li>Recite the names of the middle body parts.</li> <li>Identify at least two trusted adults students can talk to about their body</li> </ul>
<b>Listening to My Body and Keeping it Safe</b>	<u>TEKS:</u> <ul style="list-style-type: none"> <li>1.10(A): practice refusal skills to protect personal space and avoid unsafe situations;</li> <li>1.10(B): identify appropriate personal boundaries, privacy, and space ; and</li> <li>1.13(D): identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.</li> </ul> <u>NSES</u> <ul style="list-style-type: none"> <li>IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)</li> </ul>	<ul style="list-style-type: none"> <li>Practice listening to the warning signs from the body</li> <li>Demonstrate ways to say no in uncomfortable situations</li> <li>Identify trusted adults to whom students can talk about keeping their body safe</li> </ul>

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**GRADE 2**

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<b>What Makes a Baby</b>	<p><u>NSES</u></p> <ul style="list-style-type: none"> <li>SH.2.CC.1: Define reproduction and explain that all living things may have the capacity to reproduce</li> </ul>	<ul style="list-style-type: none"> <li>Define trusted adult</li> <li>Define reproduction</li> </ul>
<b>My Body</b>	<p><u>NSES:</u></p> <ul style="list-style-type: none"> <li>AP.2.CC.1: List medically accurate names for body parts, including the genitals</li> </ul>	<ul style="list-style-type: none"> <li>Recite the names of the middle body parts.</li> <li>Identify at least two trusted adults students can talk to about their body</li> </ul>
<b>Listening to My Body and Keeping it Safe</b>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> <li>2.10(A) demonstrate refusal skills to protect personal space and avoid unsafe situations</li> <li>2.10(B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe</li> <li>2.11(A) describe unsafe situations, including interacting with strangers;</li> </ul> <p><u>NSES</u></p> <ul style="list-style-type: none"> <li>IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)</li> <li>IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)</li> </ul>	<ul style="list-style-type: none"> <li>Practice listening to the warning signs from the body</li> <li>Demonstrate ways to say no in uncomfortable or unsafe situations</li> <li>Identify trusted adults to whom students can talk about keeping their body safe</li> </ul>