

Austin I.S.D. School Health Advisory Council

February 13, 2019

To whom it may concern,

On Wednesday February 6th, the School Health Advisory Council made a recommendation to adopt the scope and sequence for teaching human sexuality and responsibility in grades 3 through 8.

The Health Education Subcommittee brought the following recommendation to the full SHAC, which was approved by majority vote:

The Health Education Subcommittee formally recommends the full SHAC adopt the Subcommittee's acceptance of the scope and sequence for teaching human sexuality and responsibility in grades 3 through 8 based on the aforementioned thorough and transparent process, which incorporated input from SHAC members as well as community members and is overwhelmingly supported by the HSR survey results from thousands of AISD parents and community members including health and legal experts.

Sincerely,

Sarah S. Bentley, MPH SHAC Co-chair

SHAC Meeting 02 06 19

Human Sexuality & Responsibility Sequence of Events

-from Health Education Subcommittee

Prior to 2012

- It was brought to the SHAC's attention that the Human Sexuality & Responsibility (HSR) curriculum for elementary & middle schools was outdated.
- The elementary school HSR curriculum used by AISD is outdated.
 - It is the same as the HealthTeacher.com program that began in 2010 grown out of what eventually became Go Noodle.
- AISD middle schools are currently using an adapted version of the 'Big Decisions' curriculum which is designed for high school students.
- The SHAC requested that the District look into the elementary and middle school HSR curriculum to conduct an assessment and provide recommendations for updating the HSR curriculum in order to offer appropriate and quality curriculum for AISD students.
 - That request was not made a priority.

2016

- Again, the SHAC requested that the District look into the elementary and middle school HSR curriculum to conduct an assessment and provide recommendations for updating the HSR curriculum in order to offer appropriate and quality curriculum for AISD students
- The District Review Team began an extensive review of district, state and national policies, best practices, and curriculum standards to put together a recommendation for a new HSR curriculum.

2018

- In early 2018, the HSR District Review Team, with support from the District Administration, voted by consensus to use the NSES as a guideline to create proposed curriculum.
- In June 2018, the District Review Team presented these findings to the Health Education Subcommittee, and a recommendation from the Subcommittee was presented to the full SHAC. Subsequently, the SHAC voted to approve the presented recommendations.
- In Fall 2018, AISD implemented and collected data through a district-wide survey regarding which NSES indicators should be taught within each grade span (K-2, 3-5, 6-8).
 - This survey was emailed to the primary household contact for all enrolled students as well as district staff, high school students enrolled in health classes and the SHAC board. Individual schools prepared a "school survey result" based

on feedback from each school's Campus Advisory Committee. Additionally, three public information sessions were offered to community members to provide additional information and participate in the survey. During these sessions, attendees were invited to participate in round-table discussions where each person was able to provide feedback which was recorded electronically by a district representative.

2019

- The District Review Team presented the HSR survey results to the SHAC and posted them on the Health Education website for public viewing.
 - These results were favor of comprehensive, science-based curriculum and provided valuable guidance regarding the preferred grade levels for covering each of the NSES topics within the identified grade span.
- The District Review Team created a draft scope and sequence, which included overview lesson outlines and the Request For Proposal (RFP) criteria.
- The Health & PE Supervisor presented the draft scope and sequence, which included lesson plan overviews and draft RFP criteria/templates, to the Health Education Subcommittee meeting to which all SHAC members were invited to attend on Jan. 23 2019.
- The Health Education Subcommittee provided feedback to the draft scope and sequence and draft RFP criteria.
- The Subcommittee met on January 30, 2019 and approved the proposed scope and sequence and the RFP criteria.

Grade 3		
Healthy Relationships		
NSES (3-5)	Grade 3	Grade 3 – Lesson 1 Healthy
HR.5.CC.1: Describe the characteristics of	HR.5.CC.1: Describe the	Relationships
healthy relationships	characteristics of healthy	
	relationships	Students learn how to successfully
HR.5.INF.1: Compare positive and negative		navigate changing relationships among
ways friends and peers can influence		family members and classmates.
relationships		Lesson objectives:
HR.5.Al.1: Identify parents and other trusted	HR.5.Al.1: Identify parents and other	Characteristics of healthy
adults they can talk to about relationships	trusted adults they can talk to about relationships	relationships, Identify trusted adults to talk to
HR.5.IC.1: Demonstrate positive ways to	Teledestierings	about relationships;
communicate differences of opinion while		Demonstrate how to treat others
maintaining relationships		with dignity and respect.
HR.5.SM.1: Demonstrate ways to treat others	HR.5.SM.1: Demonstrate ways to	
with dignity and respect	treat others with dignity and respect	NSES HR.5.CC.1
3 , .		NSES HR.5.AI.1
		NSES HR.5.SM.1
Personal Safety		
NSES (3-5)	Grade 3	Grade 3 – Lesson 2 Personal Safety
PS.5.CC.1 Define teasing, harassment and	PS.5.CC.1 Define teasing, harassment	
bullying and explain why they are wrong	and bullying and explain why they are	Students learn about the need for a
	wrong	growing awareness, creation, and
PS.5.CC.2 Define sexual harassment and sexual		maintenance of personal safety.
abuse		Lesson objectives: Define teasing, harassment,
PS.5.INF.1 Explain why people tease, harass or		Define teasing, harassment, bullying;
bully others PS.5.AI.1 Identify parents and other trusted	PS.5.Al.1 Identify parents and other	Explain why teasing, harassment,
adults they can tell if they are being teased,	trusted adults they can tell if they are	and bullying are wrong;
harassed or bullied	being teased, harassed or bullied	Identify trusted adults to talk to
PS.5.Al.2 Identify parents or other trusted	being teased, narassed or barned	about teasing or bullying;
adults they can tell if they are being sexually		 Demonstrate communication skills;
harassed or abused		 Demonstrate refusal skills.
PS.5.IC.1 Demonstrate ways to communicate	PS.5.IC.1 Demonstrate ways to	
about how one is being treated.	communicate about how one is being	
	treated.	PS.5.CC.1
PS.5.IC.2 Demonstrate refusal skills (e.g. clear	PS.5.IC.2 Demonstrate refusal skills	PS.5.AI.1
"no" statement, walk away, repeat refusal)	(e.g. clear "no" statement, walk away,	PS.5.IC.1
	repeat refusal)	PS.5.IC.2
PS.5.SM.1 Discuss effective ways in which		
students could respond when they are or		
someone else is being teased, harassed or		
bullied		
PS.5.ADV.1 Persuade others to take action		
when someone else is being teased, harassed		
or bullied		
Identity		
NSES (3-5)	Grade 3	Grade 3 – Lesson 3 Identity
ID.5.CC.1: Define sexual orientation as the		

Grade 4		
Healthy Relationships		
NSES (3-5)	Grade 4	Grade 4 – Lesson 1 Healthy
HR.5.CC.1: Describe the characteristics of		Relationships
healthy relationships		
HR.5.INF.1: Compare positive and negative	HR.5.INF.1: Compare positive and	Students learn how to successfully
ways friends and peers can influence	negative ways friends and peers can	navigate changing relationships among
relationships	influence relationships	family members and classmates.
HR.5.Al.1: Identify parents and other	HR.5.Al.1: Identify parents and other	Lesson objectives:
trusted adults they can talk to about	trusted adults they can talk to about	Compare how friends and peers can
relationships	relationships	influence relationships;
HR.5.IC.1: Demonstrate positive ways to		Identify trusted adults to talk to
communicate differences of opinion while		about relationships.
maintaining relationships		•
HR.5.SM.1: Demonstrate ways to treat		HR.5.INF.1
others with dignity and respect		HR.5.AI.1
Personal Safety		
NSES (3-5)	Grade 4	Grade 4 – Lesson 2 Personal Safety
PS.5.CC.1 Define teasing, harassment and		
bullying and explain why they are wrong		Students learn about the need for a
PS.5.CC.2 Define sexual harassment and		growing awareness and maintenance of
sexual abuse		personal safety.
PS.5.INF.1 Explain why people tease, harass	PS.5.INF.1 Explain why people tease,	Lesson objectives:
or bully others	harass or bully others	 Explain why people tease, harass,
PS.5.Al.1 Identify parents and other trusted	PS.5.Al.1 Identify parents and other	bully;
adults they can tell if they are being teased,	trusted adults they can tell if they are	 Identify trusted adults to talk to
harassed or bullied	being teased, harassed or bullied	about teasing, bullying, and sexual
PS.5.Al.2 Identify parents or other trusted		abuse;
adults they can tell if they are being		 Demonstrate refusal skills and "no"
sexually harassed or abused		statement;
PS.5.IC.1 Demonstrate ways to		 Discuss response skills to teasing,
communicate about how one is being		harassment, bullying.
treated.		
PS.5.IC.2 Demonstrate refusal skills (e.g.	PS.5.IC.2 Demonstrate refusal skills (e.g.	
clear "no" statement, walk away, repeat	clear "no" statement, walk away, repeat	PS.5.INF.1
refusal)	refusal)	PS.5.Al.1
PS.5.SM.1 Discuss effective ways in which	PS.5.SM.1 Discuss effective ways in	PS.5.AI.2
students could respond when they are or	which students could respond when	PS.5.IC.2
someone else is being teased, harassed or	they are or someone else is being	PS.5.SM.1
bullied	teased, harassed or bullied	
PS.5.ADV.1 Persuade others to take action		
when someone else is being teased,		
harassed or bullied		
Identity		
NSES (3-5)	Grade 4	Grade 4 - Lesson 3 Identity
ID.5.CC.1: Define sexual orientation as the		
romantic attraction of an individual to		Students learn several fundamental
someone of the same gender or a different		aspects of people's understanding of
gender		who they are.

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ID.5.Al.1: Identify parents or other trusted	ID.5.Al.1: Identify parents or other	Lesson objectives:
adults of whom students can ask questions about sexual orientation	trusted adults of whom students can ask questions about sexual orientation	 Identify parents or other trusted adults to talk to about sexual
ID.5.SM.1: Demonstrate ways to treat	ask questions about sexual orientation	orientation;
others with dignity and respect		Demonstrate how to work together
ID.5.ADV.1: Demonstrate ways students	ID.5.ADV.1: Demonstrate ways students	and promote dignity and respect for
can work together to promote dignity and	can work together to promote dignity	all people.
respect for all people	and respect for all people	
	la contract of property	ID.5.Al.1
		ID.5.ADV.1
Anatomy and Physiology		
NSES (3-5)	Grade 4	Grade 4 – Lesson 4 Anatomy and
AP.5.CC.1: Describe male and female	AP.5.CC.1: Describe male and female	Physiology
reproductive systems including body parts	reproductive systems including body	
and their functions	parts and their functions	Students learn the foundation for basic
AP.5.AI.1: Identify medically accurate		human functioning.
information about female and male		Lesson objectives:
reproductive anatomy		Describe male and female
		reproductive body parts and their
		functions.
		AP.5.CC.1
Puberty and Adolescent Develo	nment	AP.5.CC.1
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NSES (3-5)	Grade 4	Grade 4 – Lesson 5 Puberty and Development
PD.5.CC.1: Explain the physical, social and emotional changes that occur during	PD.5.CC.1: Explain the physical, social and emotional changes that occur	Development
puberty and adolescence	during puberty and adolescence	Students learn about the milestones that
PD.5.CC.2: Explain how the timing of	during puberty and adolescence	influence development for every person.
puberty and adolescent development		Lesson objectives:
varies considerably and can still be healthy		 Explain and manage physical, social,
PAD.5.CC.3: Describe how puberty		and emotional changes during
prepares human bodies for the potential to		puberty;
reproduce		 Describe factors that affect body
PD.5.INF.1: Describe how friends, family,	PD.5.INF.1: Describe how friends,	image;
media, society and culture can influence	family, media, society and culture can	Identify accurate information about
ideas about body image	influence ideas about body image	puberty and hygiene;
PD.5.AI.1: Identify medically accurate	PD.5.Al.1: Identify medically accurate	Identify trusted adults to talk to
information and resources about puberty	information and resources about	about puberty and hygiene.
and personal hygiene	puberty and personal hygiene	-
PD.5.Al.2: Identify parents or other trusted	PD.5.Al.2: Identify parents or other	PD.5.CC.1
adults of whom students can ask questions	trusted adults of whom students can	PD.5.INF.1
about puberty and adolescent health issues	ask questions about puberty and	PD.5.Al.1
PD.5.SM.1: Explain ways to manage the	adolescent health issues PD.5.SM.1: Explain ways to manage the	PD.5.Al.2
physical and emotional changes associated	physical and emotional changes	PD.5.SM.1
with puberty	associated with puberty	
Pregnancy and Reproduction	associated with publicy	
NSES (3-5)	Grade 4	Grade 4
PR.5.CC.1: Describe the process of human	Grade 4	Grade 4
reproduction		NA.
reproduction		NA
Sexually Transmitted Diseases a	and HIV	
NSES (3-5)	Grade 4	Grade 4
SH.5.CC.1: Define HIV and identify some		
age appropriate methods of transmission,		NA
as well as ways to prevent transmission		·

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Grade 5		
Healthy Relationships		
NSES (3-5)	Grade 5	Grade 5 - Lesson 1 Healthy Relationships
HR.5.CC.1: Describe the characteristics of		
healthy relationships		Students learn how to successfully
HR.5.INF.1: Compare positive and negative		navigate changing relationships among
ways friends and peers can influence		family members and classmates.
relationships		Lesson objectives:
HR.5.Al.1: Identify parents and other	HR.5.AI.1: Identify parents and other	 Identify trusted adults to talk to about
trusted adults they can talk to about	trusted adults they can talk to about	relationships.
relationships	relationships	Communicate difference of opinion
HR.5.IC.1: Demonstrate positive ways to	HR.5.IC.1: Demonstrate positive ways	within relationships.
communicate differences of opinion while	to communicate differences of opinion	
maintaining relationships	while maintaining relationships	
HR.5.SM.1: Demonstrate ways to treat		NSES HR.5.AI.1
others with dignity and respect		NSES HR.5.IC.1
Personal Safety		
NSES (3-5)	Grade 5	Grade 5 – Lesson 2 Personal Safety and
PS.5.CC.1 Define teasing, harassment and	Grade 3	Identity
bullying and explain why they are wrong		Haentity
PS.5.CC.2 Define sexual harassment and	PS.5.CC.2 Define sexual harassment	Students learn about the need for a
sexual abuse	and sexual abuse	growing awareness, creation, and
PS.5.INF.1 Explain why people tease, harass	allu Sexual abuse	maintenance of personal safety.
or bully others		Lesson objectives:
PS.5.Al.1 Identify parents and other trusted	PS.5.Al.1 Identify parents and other	Define teasing, sexual harassment,
adults they can tell if they are being teased,	trusted adults they can tell if they are	bullying;
harassed or bullied	being teased, harassed or bullied	 Identify trusted adults to talk to about
PS.5.Al.2 Identify parents or other trusted	PS.5.Al.2 Identify parents or other	teasing, bullying, and sexual abuse;
adults they can tell if they are being	trusted adults they can tell if they are	Demonstrate refusal skills and no
sexually harassed or abused	being sexually harassed or abused	statements;
PS.5.IC.1 Demonstrate ways to	being sexually harassed of abased	Persuade others to take action when
communicate about how one is being		someone is being teased, harassed, or
treated.	*	bullied.
PS.5.IC.2 Demonstrate refusal skills (e.g.	PS.5.IC.2 Demonstrate refusal skills	
clear "no" statement, walk away, repeat	(e.g. clear "no" statement, walk away,	
refusal)	repeat refusal)	PS.5.CC.2
PS.5.SM.1 Discuss effective ways in which	,	PS.5.AI.1
students could respond when they are or		PS.5.AI.2
someone else is being teased, harassed or		PS.5.IC.2
bullied		PS.5.ADV.1
PS.5.ADV.1 Persuade others to take action	PS.5.ADV.1 Persuade others to take	
when someone else is being teased,	action when someone else is being	
harassed or bullied	teased, harassed or bullied	
Identity		
NSES (3-5)	Grade 5	Grade 5 - Lesson 2 Personal Safety and
ID.5.CC.1: Define sexual orientation as the	ID.5.CC.1: Define sexual orientation as	Identity
romantic attraction of an individual to	the romantic attraction of an individual	
someone of the same gender or a different	to someone of the same gender or a	Students learn several fundamental
gender	different gender	aspects of people's understanding of who

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ID.5.Al.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation ID.5.SM.1: Demonstrate ways to treat others with dignity and respect ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people	ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	they are. Lesson objectives: Define sexual orientation and romantic attraction; Identify trusted adults to talk to about sexual orientation. ID.5.CC.1 ID.5.AI.1
Anatomy and Physiology		
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	Grade 5 Lesson 4 Anatomy and Physiology and Pregnancy and Reproduction Students learn about the human reproductive systems and the process of pregnancy and reproduction. Lesson objectives: Describe, medically, the male and female parts and function in pregnancy and reproduction. AP.5.CC.1 AP.5.AI.1
Puberty and Adolescent Develo	pment	
NSES (3-5) PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	PAD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image PD.5.Al.1: Identify medically accurate information and resources about puberty and personal hygiene PD.5.Al.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues PD.5.SM.1: Explain ways to manage	Grade 5 - Lesson 3 Puberty and Adolescent Development Students learn the physical, social, and emotional development and potential for reproduction of humans. Lesson objectives: Describe the potential to reproduce in humans; Describe factors that affect body image, Identify accurate information about puberty and hygiene; Identify trusted adults to talk to about puberty and hygiene; Explain how to manage physical and emotional changes during puberty. PD.5.CC.3 PD.5.INF.1 PD.5.Al.1
physical and emotional changes associated with puberty	the physical and emotional changes associated with puberty	PD.5.Al.1 PD.5.Al.2 PD.5.SM.1

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Pregnancy and Reproduction		
NSES (3-5) PR.5.CC.1: Describe the process of human reproduction	PR.5.CC.1: Describe the process of human reproduction	Grade 5 - Lesson 4 Pregnancy and Reproduction and Anatomy and Physiology Students learn about how pregnancy happens. Lesson objectives: Describe the way humans reproduce. PR.5.CC.1
Sexually Transmitted Diseases a		
NSES (3-5) SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	Grade 5 SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	Grade 5 - Lesson 5 STDs and HIV Students learn the content and skills necessary to understand STDs and HIV. Lesson objectives: Identify age-appropriate information about how STDs and STIs are Transmitted, Symptoms, and Prevention. SH.5.CC.1



Grade 6		
Healthy Relationships		
NSES (6-8)	Grade 6	Grade 6 – Lesson 1 Healthy Relationships
HR.8.CC.1 Compare and contrast the	HR.8.CC.1 Compare and contrast	
characteristics of healthy and unhealthy	the characteristics of healthy and	Students learn how to successfully
relationships	unhealthy relationships	navigate changing relationships among
HR.8.CC.2 Describe the potential impacts of		family members and classmates.
power differences such as age, status or		Lesson objectives:
position within relationships		 Compare characteristics of
HR.8.CC.3 Analyze the similarities and		relationships;
differences between friendships and		Describe advantages and
romantic relationships		disadvantages of communicating
HR.8.CC.4 Describe a range of ways people		through technology;
express affection within various types of		 Demonstrate communication skills
relationships		for healthy relationships;
HR.8.CC.5 Describe the advantages and	HR.8.CC.5 Describe the	Describe strategies to use social
disadvantages of communicating using	advantages and disadvantages of	media safely, legally, and respectfully.
technology and social media	communicating using technology	
	and social media	
HR.8.INF.1 Analyze the ways in which		HR.8.CC.1
friends, family, media, society and culture		HR.8.CC5
can influence relationships		HR.8.IC.1
HR.8.INF.2 Analyze the impact of technology		HR.8.SM.2
and social media on friendships and		
relationships		
HR.8.IC.1 Demonstrate communication skills	HR.8.IC.1 Demonstrate	
that foster healthy relationships	communication skills that foster	
	healthy relationships	
HR.8.IC.2 Demonstrate effective ways to		
communicate personal boundaries and		
show respect for the boundaries of others		
HR.8.IC.3 Demonstrate effective skills to		
negotiate agreements about the use of		
technology in relationships		
HR.8.GS.1 Develop a plan to stay safe when		
using social media		
HR.8.SM.1 Explain the criteria for evaluating		
the health of a relationship		
HR.8.SM.2 Describe strategies to use social	HR.8.SM.2 Describe strategies to	
media safely, legally and respectfully	use social media safely, legally	
	and respectfully	
Personal Safety		
NSES (6-8)	Grade 6	Grade 6 – Lesson 2 Personal Safety
PS.8.CC.1 Describe situations and behaviors		
that constitute bullying, sexual harassment,		Students learn about the need for
sexual abuse, sexual assault, incest, rape		personal safety.
and dating violence		Lesson objectives:
and dating violence	<u>l</u>	

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PS.8.CC.2 Discuss the impacts of bullying,		 Explain personal rights as to touches;
sexual harassment, sexual abuse, sexual		Communicate with trusted adults to
assault, incest, rape and dating violence and		report abuse or assault;
why they are wrong		Describe ways to treat people with
PS.8.CC.3 Explain that no one has the right	PS.8.CC.3 Explain that no one has	dignity and respect;
to touch anyone else in a sexual manner if	the right to touch anyone else in	Advocate for safe environments and
they do not want to be touched	a sexual manner if they do not	dignity and respect.
	want to be touched	
PS.8.CC.4 Explain why a person who has		
been raped or sexually assaulted is not at		PS.8.CC.3
fault		PS.8.AI.1
PS.8.Al.1 Identify sources of support such as	PS.8.AI.1 Identify sources of	PS.8.SM.1
parents or other trusted adults that they	support such as parents or other	PS.8.ADV.1
can go to if they are or someone they know	trusted adults that they can go to	
is being bullied, harassed, abused or	if they are or someone they	
assaulted	know is being bullied, harassed,	
	abused or assaulted	
PS.8.IC.1 Demonstrate ways to		
communicate with trusted adults about		
bullying, harassment, abuse or assault		
PS.8.SM.1 Describe ways to treat others	PS.8.SM.1 Describe ways to treat	
with dignity and respect	others with dignity and respect	
PS.8.SM.2 Demonstrate ways they can	others with dignity and respect	
respond when someone is being bullied or		
harassed	DC 0 ADV 4 A L	
PS.8.ADV.1 Advocate for safe environments	PS.8.ADV.1 Advocate for safe	
that encourage dignified and respectful	environments that encourage	
treatment of everyone	dignified and respectful	
	treatment of everyone	
Identity		
NSES (6-8)	Grade 6	Grade 6 – Lesson 3 Identity
ID.8.CC.1 Differentiate between gender	ID.8.CC.1 Differentiate between	
identity, gender expression and sexual	gender identity, gender	Students learn fundamental aspects of
identity, gender expression and sexual orientation		Students learn fundamental aspects of people's understanding of who they are.
7. 6	gender identity, gender	
orientation	gender identity, gender expression and sexual	people's understanding of who they are.
orientation ID.8.CC.2 Explain the range of gender roles	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives:
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender;
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations;
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and	gender identity, gender expression and sexual	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	gender identity, gender expression and sexual orientation	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and	gender identity, gender expression and sexual orientation	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity
orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender	gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect.
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ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology NSES (6-8)	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Grade 6	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1 ID.8.ADV.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology NSES (6-8) AP.8.CC.1 Describe male and female sexual	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Grade 6 AP.8.CC.1 Describe male and	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1 ID.8.ADV.1
ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology NSES (6-8)	ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Grade 6	people's understanding of who they are. Lesson objectives: Differentiate between and explain expressions of gender; Communicate respectfully about gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.IC.1 ID.8.ADV.1

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	their functions	functions.
AP.8.AI.1 Identify accurate and credible		Lesson objectives:
sources of information about sexual health		Describe male and female
sources of information about sexual fleatin		reproductive systems
		AP.8.CC.1
Puberty and Adolescent Develo	pment	
NSES (6-8)	Grade 6	Grade 6 – Lesson 6 and 7 Puberty and
PD.8.CC.1 Describe the physical, social,	PD.8.CC.1 Describe the physical,	Development
cognitive and emotional changes of	social, cognitive and emotional	
adolescence	changes of adolescence	Students learn about changes of
PD.8.INF.1 Analyze how friends, family,	PD.8.INF.1 Analyze how friends,	adolescence.
media, society and culture can influence	family, media, society and	Lesson objectives:
self-concept and body image	culture can influence self-	 Describe the physical, social, cognitive, emotional changes of
	concept and body image	adolescence;
PD.8.Al.1 Identify medically accurate	PD.8.Al.1 Identify medically	 Analyze the influences of self-concept
sources of information about puberty,	accurate sources of information	and body image;
adolescent development and sexuality	about puberty, adolescent	identify medically accurate sources of
DD 0 DM 1 Demonstrate the use of a	development and sexuality	information about adolescent
PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate	PD.8.DM.1 Demonstrate the use of a decision-making model and	development;
possible outcomes of decisions adolescents	evaluate possible outcomes of	Develop a decision-making model and
might make	decisions adolescents might	evaluate outcomes.
might make	make	
	············	
		PD.8.CC.1
		PD.8.INF.1
		PD.8.Al.1
		PD.8.DM.1
Pregnancy and Reproduction		
NSES (6-8)	Grade 6	Grade 6 – Lessons 8 and 9 Pregnancy and
PR.8.CC.1 Define sexual intercourse and its	PR.8.CC.1 Define sexual	Reproduction
relationship to human reproduction	intercourse and its relationship	Students learn about human reproduction,
	to human reproduction	abstinence, pregnancy, and decision
PR.8.CC.2 Define sexual abstinence as it	PR.8.CC.2 Define sexual	making.
relates to pregnancy prevention	abstinence as it relates to	Lesson objectives:
PR.8.CC.3 Explain the health benefits, risks	pregnancy prevention	Define sexual intercourse, human
and effectiveness rates of various methods		reproduction, sexual abstinence,
of contraception, including abstinence and		pregnancy prevention;
condoms	*	Communicate how to maintain
PR.8.CC.4 Define emergency contraception		abstinence and apply a decision-
and its use		making model.
PR.8.CC.5 Describe the signs and symptoms		
of a pregnancy		
PR.8.CC.6 Identify prenatal practices that		PR.8.CC.1
can contribute to a healthy pregnancy		PR.8.CC.2
PR.8.INF.1 Examine how alcohol and other		PR.8.IC.1
substances, friends, family, media, society		PR.8.DM.1
and culture influence decisions about		
engaging in sexual behaviors		
	1	
PR.8.AI.1 Identify medically accurate		
resources about pregnancy prevention and		
resources about pregnancy prevention and reproductive health care		
resources about pregnancy prevention and		

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PR.8.AI.3 Identify medically accurate		
sources of pregnancy-related information		
and support including pregnancy options,		
safe surrender policies and prenatal care		
PR.8.IC.1 Demonstrate the use of effective	PR.8.IC.1 Demonstrate the use of	
communication skills to support one's	effective communication skills to	
decision to abstain from sexual behaviors	support one's decision to abstain	
	from sexual behaviors	
PR.8.IC.2 Demonstrate the use of effective		
communication and negotiation skills about		
the use of contraception including		
abstinence and condoms		
PR.8.DM.1 Apply a decision-making model	PR.8.DM.1 Apply a decision-	
to various sexual health decisions	making model to various sexual	
	health decisions	
PR.8.SM.1 Describe the steps to using a		
condom correctly	• • • • •	
Sexually Transmitted Diseases a	nd HIV	
NSES (6-8)	Grade 6	Grade 6 Lesson 10 STDs and HIV
SH.8.CC.1 Define STDs, including HIV, and	SH.8.CC.1 Define STDs, including	
how they are and are not transmitted	HIV, and how they are and are	Students learn about STDs and HIV.
	not transmitted	Lesson objectives:
SH.8.CC.2 Compare and contrast behaviors,	SH.8.CC.2 Compare and contrast	Define STDs and HIV; Define STDs and HIV;
including abstinence, to determine the	behaviors, including abstinence,	 Compare how abstinence lowers the risk of STD and HIV;
potential risk of STD/HIV transmission from	to determine the potential risk of	Describe the symptoms and impact of
each	STD/HIV transmission from each	STDs and HIV;
SH.8.CC.3 Describe the signs, symptoms and	SH.8.CC.3 Describe the signs,	Develop a plan to reduce the risk of
potential impacts of STDs, including HIV	symptoms and potential impacts	STDs and HIV.
	of STDs, including HIV	STDS and Thv.
SH.8.INF.1 Analyze the impact of alcohol		
and other drugs on safer sexual decision-		SH.8.CC.1
making and sexual behaviors		SH.8.CC.2
SH.8.Al.1 Identify medically accurate		SH.8.CC.3
information about STDs, including HIV		SH.8.GS.1
SH.8.AI.2 Identify local STD and HIV testing		
and treatment resources		-
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate		
risk for STDs, including HIV		
SH.8.GS.1 Develop a plan to eliminate or	SH.8.GS.1 Develop a plan to	-
	eliminate or reduce risk for STDs,	
reduce risk for STDs, including HIV		
SH.8.SM.1 Describe the steps to using a	including HIV	

condom correctly

Grade 7		
Healthy Relationships		
NSES (6-8)	Grade 7	Grade 7 – Lesson 1 Healthy
HR.8.CC.1 Compare and contrast the		Relationships
characteristics of healthy and unhealthy		
relationships		Students learn about how to
HR.8.CC.2 Describe the potential impacts of		successfully navigate changing
power differences such as age, status or		relationships among family
position within relationships		members, classmates, and partners.
HR.8.CC.3 Analyze the similarities and	HR.8.CC.3 Analyze the similarities and	Lesson objectives:
differences between friendships and	differences between friendships and	 Analyze friendships vs. romantic
romantic relationships	romantic relationships	relationships;
HR.8.CC.4 Describe a range of ways people	HR.8.CC.4 Describe a range of ways	Describe ways to express
express affection within various types of	people express affection within various	affection;
relationships	types of relationships	Describe the increasing use,
HR.8.CC.5 Describe the advantages and	HR.8.CC.5 Describe the advantages and	effects, and impact of
disadvantages of communicating using	disadvantages of communicating using	technology on relationships;
technology and social media	technology and social media	Analyze influences such as friends family modifies
HR.8.INF.1 Analyze the ways in which	HR.8.INF.1 Analyze the ways in which	friends, family, media,
friends, family, media, society and culture	friends, family, media, society and	technology on relationships; Demonstrate communication
can influence relationships	culture can influence relationships	skills and personal boundaries
HR.8.INF.2 Analyze the impact of	HR.8.INF.2 Analyze the impact of	for healthy relationships.
technology and social media on friendships	technology and social media on	Tot fleating relationships.
and relationships	friendships and relationships	
HR.8.IC.1 Demonstrate communication	HR.8.IC.1 Demonstrate communication	HR.8.CC.3
skills that foster healthy relationships	skills that foster healthy relationships	HR.8.CC.4
HR.8.IC.2 Demonstrate effective ways to	HR.8.IC.2 Demonstrate effective ways to	HR.8.CC.5
communicate personal boundaries and	communicate personal boundaries and	HR.8.INF.1
show respect for the boundaries of others	show respect for the boundaries of	HR.8.INF.2
	others	HR.8.IC.1
HR.8.IC.3 Demonstrate effective skills to		HR.8.IC.2
negotiate agreements about the use of		
technology in relationships		
HR.8.GS.1 Develop a plan to stay safe when		
using social media		
HR.8.SM.1 Explain the criteria for		
evaluating the health of a relationship		
HR.8.SM.2 Describe strategies to use social		
media safely, legally and respectfully		
Personal Safety		
NSES (6-8)	Grade 7	Grade 7 – Lesson 2 and 3 Personal
PS.8.CC.1 Describe situations and behaviors	Grade /	Safety
that constitute bullying, sexual harassment,		Juicty
sexual abuse, sexual assault, incest, rape		Students learn about the need for
and dating violence		personal safety.

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PS.8.CC.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	 Lesson objectives: Explain personal rights as to touches; Identify parents or trusted adults to report abuse or assault; Describe ways to treat people with dignity and respect; Demonstrate how to react to
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault		bullying.
PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	PS.8.CC.3 PS.8.AI.1 PS.8.SM.1 PS.8.SM.2
PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault		
PS.8.SM.1 Describe ways to treat others with dignity and respect PS.8.SM.2 Demonstrate ways they can	PS.8.SM.1 Describe ways to treat others with dignity and respect PS.8.SM.2 Demonstrate ways they can	
respond when someone is being bullied or harassed PS.8.ADV.1 Advocate for safe environments	respond when someone is being bullied or harassed	
that encourage dignified and respectful treatment of everyone		
Identity		
NSES (6-8)	Grade 7	Grade 7 – Lesson 4 Identity
-	Grade 7 ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	Grade 7 – Lesson 4 Identity Students learn fundamental aspects of people's understanding of who
NSES (6-8) ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives:
NSES (6-8) ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with
NSES (6-8) ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations;
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect.
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities,	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.CC.2 ID.8.IC.1
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.CC.2 ID.8.IC.1
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.Al.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.CC.2 ID.8.IC.1 ID.8.ADV.1
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology NSES (6-8)	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Grade 7	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.CC.2 ID.8.IC.1 ID.8.ADV.1 Grade 7 – Lesson 5 and 6 Human Anatomy and Physiology
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Anatomy and Physiology NSES (6-8) AP.8.CC.1 Describe male and female sexual	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.2 Explain the range of gender roles ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community Grade 7 AP.8.CC.1 Describe male and female	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: Differentiate between and explain terms of gender and gender roles; Communicate respectfully with and about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect. ID.8.CC.1 ID.8.CC.2 ID.8.IC.1 ID.8.ADV.1 Grade 7 – Lesson 5 and 6 Human

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	health	 Describe male and female
		reproductive systems
		· · · · · · · · · · · · · · · · · · ·
		 Identify sources of information
		about sexual health
		AP.8.CC.1
		AP.8.AI.1
		AF.0.AI.1
Puberty and Adolescent Develo	pment	
NSES (6-8)	Grade 7	Grade 7 – Lesson 7 Puberty and
PD.8.CC.1 Describe the physical, social,	PD.8.CC.1 Describe the physical, social,	Development
cognitive and emotional changes of	cognitive and emotional changes of	
adolescence	adolescence	Students learn about the changes of
		adolescence.
PD.8.INF.1 Analyze how friends, family,	PD.8.INF.1 Analyze how friends, family,	
media, society and culture can influence	media, society and culture can influence	Lesson objectives:
self-concept and body image	self-concept and body image	 Describe the medically accurate
PD.8.Al.1 Identify medically accurate	PD.8.AI.1 Identify medically accurate	physical, social, cognitive,
· · · · · · · · · · · · · · · · · · ·		emotional changes;
sources of information about puberty,	sources of information about puberty,	Analyze the influences of self-
adolescent development and sexuality	adolescent development and sexuality	
PD.8.SM.1 Demonstrate the use of a	PD.8.SM.1 Demonstrate the use of a	concept and body image;
decision-making model and evaluate	decision-making model and evaluate	 Identify sources of information
possible outcomes of decisions adolescents	possible outcomes of decisions	about sexuality;
·		Develop a decision-making
might make	adolescents might make	model and evaluate outcomes.
		model and evaluate outcomes.
		PD.8.CC.1
		PD.8.INF.1
		PD.8.AI.1
		PD.8.SM.1
		FD.8.3IVI.1
Pregnancy and Reproduction	V	
NSES (6-8)	Grade 7	Grade 7 – Lessons 8 and 9 Pregnancy
PR.8.CC.1 Define sexual intercourse and its	PR.8.CC.1 Define sexual intercourse and	and Reproduction
relationship to human reproduction	its relationship to human reproduction	-
		Students learn about human
PR.8.CC.2 Define sexual abstinence as it	PR.8.CC.2 Define sexual abstinence as it	reproduction, abstinence, pregnancy,
relates to pregnancy prevention	relates to pregnancy prevention	
PR.8.CC.3 Explain the health benefits, risks	PR.8.CC.3 Explain the health benefits,	and decision making.
and effectiveness rates of various methods		Lesson objectives:
	risks and effectiveness rates of various	 Define sexual intercourse,
of contraception, including abstinence and	methods of contraception, including	human reproduction, sexual
condoms	abstinence and condoms	abstinence, pregnancy
PR.8.CC.4 Define emergency contraception		
and its use		prevention;
PR.8.CC.5 Describe the signs and symptoms	PR.8.CC.5 Describe the signs and	 Explain health benefits, risks, %
_	_	effectiveness, of contraception;
of a pregnancy	symptoms of a pregnancy	 Describe symptoms of pregnancy
PR.8.CC.6 Identify prenatal practices that	PR.8.CC.6 Identify prenatal practices	and healthy pregnancy practices;
can contribute to a healthy pregnancy	that can contribute to a healthy	 Examine influences and how risk
,	pregnancy	
PR.8.INF.1 Examine how alcohol and other	PR.8.INF.1 Examine how alcohol and	behaviors affect sexual
		behaviors;
substances, friends, family, media, society	other substances, friends, family, media,	 Identify resources about
and culture influence decisions about	society and culture influence decisions	prevention and health care;
engaging in sexual behaviors	about engaging in sexual behaviors	Communicate effectively to
PR.8.AI.1 Identify medically accurate	PR.8.AI.1 Identify medically accurate	•
resources about pregnancy prevention and	resources about pregnancy prevention	maintain abstinence and use of
		contraception including
reproductive health care	and reproductive health care	condoms;
PR.8.AI.2 Identify medically accurate		 Apply a decision-making model.
information about emergency		, , ,
contracontion	İ	1
Contraception		
PR 8 AL 3 Identify medically accurate		DD 0 CC 1
PR.8.AI.3 Identify medically accurate sources of pregnancy-related information		PR.8.CC.1

		ATTACHMENT 1
and support including pregnancy options,		PR.8.CC.2
safe surrender policies and prenatal care		PR.8.CC.3
PR.8.IC.1 Demonstrate the use of effective	PR.8.IC.1 Demonstrate the use of	PR.8.CC.5
communication skills to support one's	effective communication skills to	PR.8.CC.6
decision to abstain from sexual behaviors	support one's decision to abstain from	PR.8.INF.1
	sexual behaviors	PR.8.AI.1
PR.8.IC.2 Demonstrate the use of effective	PR.8.IC.2 Demonstrate the use of	PR.8.IC.1
communication and negotiation skills about	effective communication and	PR.8.IC.2
the use of contraception including	negotiation skills about the use of	PR.8.DM.1
abstinence and condoms	contraception including abstinence and	PR.8.SM.1
	condoms	
PR.8.DM.1 Apply a decision-making model	PR.8.DM.1 Apply a decision-making	
to various sexual health decisions	model to various sexual health decisions	
PR.8.SM.1 Describe the steps to using a	PR.8.SM.1 Describe the steps to using a	
condom correctly	condom correctly	
Sexually Transmitted Diseases a	and HIV	
NSES (6-8)	Grade 7	Grade 7 – Lesson 10 STDs and HIV
SH.8.CC.1 Define STDs, including HIV, and	SH.8.CC.1 Define STDs, including HIV,	
how they are and are not transmitted	and how they are and are not	Students learn about sexually
	transmitted	transmitted diseases and HIV.
SH.8.CC.2 Compare and contrast behaviors,		Lesson objectives:
including abstinence, to determine the		Define STDs, HIV, transmission,
potential risk of STD/HIV transmission from		prevention, risk behaviors;
each		Analyze the impact of risk
SH.8.CC.3 Describe the signs, symptoms		behaviors;
and potential impacts of STDs, including		Communicate and develop a
HIV		plan to reduce the risk of STDs
SH.8.INF.1 Analyze the impact of alcohol	SH.8.INF.1 Analyze the impact of alcohol	and HIV.
and other drugs on safer sexual decision-	and other drugs on safer sexual	
making and sexual behaviors	decision-making and sexual behaviors	
SH.8.AI.1 Identify medically accurate		SH.8.CC.1
information about STDs, including HIV		SH.8. INF.1
SH.8.AI.2 Identify local STD and HIV testing		SH.8.IC.1
and treatment resources		SH.8.GS.1
SH.8.IC.1 Demonstrate the use of effective	SH.8.IC.1 Demonstrate the use of	SH.8.SM.1
communication skills to reduce or eliminate	effective communication skills to reduce	
risk for STDs, including HIV	or eliminate risk for STDs, including HIV	
SH.8.GS.1 Develop a plan to eliminate or	SH.8.GS.1 Develop a plan to eliminate or	
reduce risk for STDs, including HIV	reduce risk for STDs, including HIV	
SH.8.SM.1 Describe the steps to using a	SH.8.SM.1 Describe the steps to using a	
condom correctly	condom correctly	

Grade 8		
Healthy Relationships		
NSES (6-8)	Grade 8	Grade 8 – Lesson 1 Healthy Relationships
HR.8.CC.1 Compare and contrast the	HR.8.CC.1 Compare and contrast the	
characteristics of healthy and unhealthy	characteristics of healthy and unhealthy	Students learn about how to successfully
relationships	relationships	navigate relationships.
HR.8.CC.2 Describe the potential impacts	HR.8.CC.2 Describe the potential impacts	Lesson objectives:
of power differences such as age, status	of power differences such as age, status	 Compare characteristics of healthy
or position within relationships	or position within relationships	and unhealthy relationships including
HR.8.CC.3 Analyze the similarities and	HR.8.CC.3 Analyze the similarities and	the impacts of power in relationships;
differences between friendships and	differences between friendships and	 Describe the increasing use, effects,
romantic relationships	romantic relationships	and impact of technology on
HR.8.CC.4 Describe a range of ways		relationships;
people express affection within various		Demonstrate communication skills
types of relationships		about personal boundaries;
HR.8.CC.5 Describe the advantages and		 Describe strategies and develop a
disadvantages of communicating using		plan in the use of technology and
technology and social media		social media;
HR.8.INF.1 Analyze the ways in which		Design criteria to evaluate a
friends, family, media, society and		relationship.
culture can influence relationships		
HR.8.INF.2 Analyze the impact of	HR.8.INF.2 Analyze the impact of	HR.8.CC.1
technology and social media on	technology and social media on	HR.8.CC.2
friendships and relationships	friendships and relationships	HR.8.CC.3
HR.8.IC.1Demonstrate communication		HR.8.INF.2
skills that foster healthy relationships		HR.8.IC.2
HR.8.IC.2 Demonstrate effective ways to	HR.8.IC.2 Demonstrate effective ways to	HR.8.IC.3
communicate personal boundaries and	communicate personal boundaries and	HR.8.GS.1
show respect for the boundaries of	show respect for the boundaries of others	HR.8.SM.1
others		HR.8.SM.2
HR.8.IC.3 Demonstrate effective skills to	HR.8.IC.3 Demonstrate effective skills to	
negotiate agreements about the use of	negotiate agreements about the use of	
technology in relationships	technology in relationships	
HR.8.GS.1 Develop a plan to stay safe	HR.8.GS.1 Develop a plan to stay safe	
when using social media	when using social media	
HR.8.SM.1 Explain the criteria for	HR.8.SM.1 Explain the criteria for	
evaluating the health of a relationship	evaluating the health of a relationship	
HR.8.SM.2 Describe strategies to use	HR.8.SM.2 Describe strategies to use	
social media safely, legally and	social media safely, legally and	
respectfully	respectfully	
Personal Safety		
NSES (6-8)	Grade 8	Grade 8 – Lesson 2 Personal Safety
PS.8.CC.1 Describe situations and	PS.8.CC.1 Describe situations and	,
behaviors that constitute bullying, sexual	behaviors that constitute bullying, sexual	Students learn about the need for personal
harassment, sexual abuse, sexual assault,	harassment, sexual abuse, sexual assault,	safety.
incest, rape and dating violence	incest, rape and dating violence	Lesson objectives:
PS.8.CC.2 Discuss the impacts of bullying,	PS.8.CC.2 Discuss the impacts of bullying,	Describe the situations and impact of
sexual harassment, sexual abuse, sexual	sexual harassment, sexual abuse, sexual	bullying, sexual harassment, sexual
		abuse, sexual assault, incest, rape,
assault, incest, rape and dating violence	assault, incest, rape and dating violence	abuse, sexual assault, incest, rape,

and other there are consens		ATTACHMENT 1
and why they are wrong	and why they are wrong	and dating violence;Explain personal rights as to
PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual	PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual	 Explain personal rights as to unwanted touches;
manner if they do not want to be	manner if they do not want to be touched	 Explain why people are not at fault for
touched	manner in they do not want to be touched	being victims;
PS.8.CC.4 Explain why a person who has	PS.8.CC.4 Explain why a person who has	Identify parents or trusted adults to
been raped or sexually assaulted is not at	been raped or sexually assaulted is not at	report abuse or assault;
fault	fault	Communicate with trusted adults
PS.8.Al.1 Identify sources of support such		about bullying, harassment, abuse;
as parents or other trusted adults that		Advocate for safe environments and
they can go to if they are or someone		dignity and respect.
they know is being bullied, harassed,		
abused or assaulted		
PS.8.IC.1 Demonstrate ways to	PS.8.IC.1 Demonstrate ways to	PS.8.CC.1
communicate with trusted adults about	communicate with trusted adults about	PS.8.CC.2
bullying, harassment, abuse or assault	bullying, harassment, abuse or assault	PS.8.CC.3
PS.8.SM.1 Describe ways to treat others		PS.8.CC.4 PS.8.IC.1
with dignity and respect		PS.8.ADV.1
PS.8.SM.2 Demonstrate ways they can		F J.O.ADV.I
respond when someone is being bullied		
or harassed	DC 0 ADV 1 Adversate for a few	
PS.8.ADV.1 Advocate for safe	PS.8.ADV.1 Advocate for safe	
environments that encourage dignified and respectful treatment of everyone	environments that encourage dignified and respectful treatment of everyone	
	and respectful treatment of everyone	
Identity		
NSES (6-8)	Grade 8	Grade 8 – Lesson 3 Identity
ID.8.CC.1 Differentiate between gender		Charles to Lorent for down and all consists of
identity, gender expression and sexual		Students learn fundamental aspects of
orientation		people's understanding of who they are. Lesson objectives:
ID.8.CC.2 Explain the range of gender roles		Analyze external influences and
ID.8.INF.1 Analyze external influences	ID.8.INF.1 Analyze external influences	accurate information of gender;
that have an impact on one's attitudes	that have an impact on one's attitudes	Access information about people of all
about gender, sexual orientation and	about gender, sexual orientation and	gender identities and sexual
gender identity	gender identity	orientations;
ID.8.Al.1 Access accurate information	ID.8.Al.1 Access accurate information	Develop a plan to promote dignity
about gender identity, gender expression	about gender identity, gender expression	and respect.
and sexual orientation	and sexual orientation	
ID.8.IC.1 Communicate respectfully with		ID.8.INF.1
and about people of all gender identities,		ID.8.Al.1
gender expressions and sexual	*	ID.8.ADV.1
orientations		
ID.8.ADV.1 Develop a plan to promote	ID.8.ADV.1 Develop a plan to promote	
dignity and respect for all people in the	dignity and respect for all people in the	
school community	school community	
Anatomy and Physiology		
NSES (6-8)	Grade 8	Grade 8 – Lesson 4 Human Anatomy and
AP.8.CC.1 Describe male and female	AP.8.CC.1 Describe male and female	Physiology
sexual and reproductive systems	sexual and reproductive systems	
including body parts and their functions	including body parts and their functions	Students learn about body parts and body
AP.8.AI.1 Identify accurate and credible	AP.8.AI.1 Identify accurate and credible	functions.
sources of information about sexual	sources of information about sexual	Lesson objectives:
health	health	Describe male and female
	Health	
	readi	reproductive systems;
	neuti	reproductive systems; Identify sexual health resources.
	Treater	

Puberty and Adolescent Development	
NSES (6-8) Grade 8 – Lesson 5 Adolescent	
PD.8.CC.1 Describe the physical, social, Development	
cognitive and emotional changes of	
adolescence Students learn about body image.	
PD.8.INF.1 Analyze how friends, family, PD.8.INF.1 Analyze how friends, family, Lesson objectives:	
T D. S. IVI 12 7 Wally 20 Now The Hady Talling,	ncept
media, society and culture can influence self-concept and body image media, society and culture can influence and body image. Analyze the influences of self-concept and body image.	
PD.8.Al.1 Identify medically accurate	
sources of information about puberty,	
adolescent development and sexuality	
PD.8.SM.1 Demonstrate the use of a	
decision-making model and evaluate	
possible outcomes of decisions	
adolescents might make	
Pregnancy and Reproduction	
NSES (6-8) Grade 8 — Lesson 6, 7, 8	
	ction
shetingnes programmy and desision	ction,
PN.O.CC.2 Define Sexual abstinence as it	
relates to pregnancy prevention	
Pr. S.CC. S Explain the health benefits,	n
risks and effectiveness rates of various risks and effectiveness rates of various	
methods of contraception, including	
abstinence and condoms abstinence and condoms	cent
PR.8.CC.4 Define emergency PR.8.CC.4 Define emergency effectiveness of contracention	
contraception and its use contraception and its use emergency contraception;	
PR.8.CC.5 Describe the signs and PR.8.CC.5 Describe the signs and Describe symptoms of pregnance	/ and
symptoms of a pregnancy symptoms of a pregnancy healthy pregnancy practices;	
PR.8.CC.6 Identify prenatal practices that PR.8.CC.6 Identify prenatal practices that expressible to a healthy pregrange. Explain influences about sexual	
can contribute to a healthy pregnancy PR.8.INF.1 Examine how alcohol and PR.8.INF.1 Examine how alcohol and PR.8.INF.1 Examine how alcohol and	
other substances, friends, family, media, other substances, friends, family, media,	ion
society and culture influence decisions society and culture influence decisions	t
shout engaging in coveral helpeviers emergency contraception;	
DR 9 At 1 Identify modically accurate DR 9 At 1 Identify modically accurate	
Suitefidel policies, and prenature	
and conreductive health care	lls to
DD C At 2 Identify modifically accounts.	
information about amorganay	
contraception contraception Describe using a condom.	
DD 0 At 2 Identify we disally accounts.	
TK.O.CC.1	
rn.o.cc.2	
Th.o.ee.3	
nalisiae and manatal ages	
PR.8.IC.1 Demonstrate the use of PR.8.IC.1 Demonstrate the use of PR.8.CC.5	
effective communication skills to support effective communication skills to support PR.8.CC.6	
one's decision to abstain from sexual one's decision to abstain from sexual PR.8.INF.1	
behaviors behaviors PR.8.Al.2	
PR.8.IC.2 Demonstrate the use of PR.8.IC.2 Demonstrate the use of PR.8.AI.2 PR.8.AI.3	
effective communication and negotiation effective communication and negotiation effective communication and negotiation	
skills about the use of contraception skills about the use of contrace	
including abstinence and condoms including abstinence and condoms	

P.R.S.DM.1 Apply a decision-making model to various sexual health decisions P.R.S.M.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 Describe the steps to using a condom correctly P.R.S.DM.1 PR.S.DM.1 PR.S.DM			ATTACHMENT 1
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Sexually Transmitted Diseases and HIV NSES (6-8) Grade 8 SH.8.C.C.1 Define STDs, including HIV, and how they are and are not transmitted of SH.8.C.C.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each SH.8.C.C.3 Describe the signs, symptoms and potential impacts of STDs, including and potential impacts of STDs, including HIV and potential impacts of STDs, including HIV stransmission from each SH.8.C.C.3 Describe the signs, symptoms and potential impacts of STDs, including HIV stransmission from each SH.8.I.1 Identify medically accurate information about STDs, including HIV SH.8.A.I.2 Identify local STD and HIV testing and treatment resources SH.8.I.C.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.G.2 SH.8.II.1 SH.8.B.C.2 SH.8.II.1 SH.8.B.C.3 SH.8.II.1 SH.8.B.C.1 SH.8.II.1 SH.8.B.C.1 SH.8.II.1 SH.8.B.C.1 SH.8.II.1 SH.8.B.C.1 SH.8.G.1	model to various sexual health decisions	model to various sexual health decisions	PR.8.SM.1
Sexually Transmitted Diseases and HIV NSES (6-8) Grade 8 SH.8.C.C.1 Define STDs, including HIV, and how they are and are not transmitted SH.8.C.C.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each SH.8.C.C.3 Describe the signs, symptoms and potential impacts of STDs, including HIV SH.8.IN.F.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors SH.8.A.I.1 identify medically accurate information about STDs, including HIV SH.8.A.I.2 identify local STD and HIV SH.8.A.I.2 identify local STD and HIV SH.8.B.I.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.1 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.S.3 Develop a develop a plan to eliminate or reduce risk for STD	PR.8.SM.1 Describe the steps to using a	PR.8.SM.1 Describe the steps to using a	
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	T	ATTACHMENT 1 Students learn several fundamental
romantic attraction of an individual to		
someone of the same gender or a different		aspects of people's understanding of
gender	ID 5 Al 4. Identify a great an ather	who they are.
ID.5.Al.1: Identify parents or other trusted	ID.5.Al.1: Identify parents or other trusted adults of whom students can	Lesson objectives: Identify trusted adults to talk to
adults of whom students can ask questions about sexual orientation		Identify trusted adults to talk to about sexual orientation
about sexual orientation	ask questions about sexual	Demonstrate and promote dignity
ID F CM 1. Domonstrate ways to treat others	orientation	and respect for all people.
ID.5.SM.1: Demonstrate ways to treat others	ID.5.SM.1: Demonstrate ways to treat others with dignity and respect	and respect for all people.
with dignity and respect ID.5.ADV.1: Demonstrate ways students can	others with dignity and respect	ID.5.Al.1
work together to promote dignity and respect		ID.5.SM.1
for all people		15.5.5141.1
Anatomy and Physiology NSES (3-5)	Grade 3	Grade 3 – Lesson 4 Anatomy and
AP.5.CC.1: Describe male and female	Grade 5	Physiology
		Students learn that males and females
reproductive systems including body parts and their functions		have different reproductive anatomy.
AP.5.AI.1: Identify medically accurate	AP.5.AI.1: Identify medically accurate	Lesson objectives:
information about female and male	information about female and male	Identify male and female external
reproductive anatomy	reproductive anatomy	reproductive anatomy
reproductive anatomy	reproductive anatomy	reproductive dilutority
		AP.5.AI.1
Puberty and Adolescent Developr	nent	
NSES (3-5)	Grade 3	Grade 3 – Lesson 5 Hygiene
PD.5.CC.1: Explain the physical, social and		
emotional changes that occur during puberty		Students learn about personal hygiene
and adolescence		as their bodies change.
PD.5.CC.2: Explain how the timing of puberty	PD.5.CC.2: Explain how the timing of	Lesson objectives:
and adolescent development varies	puberty and adolescent development	Explain the variations of timing of
considerably and can still be healthy	varies considerably and can still be	puberty;
	healthy	Describe how media and society influences had being as
PD.5.CC.3: Describe how puberty prepares		influences body image;identify trusted adults to whom
human bodies for the potential to reproduce		 identify trusted adults to whom students can ask questions.
PD.5.INF.1: Describe how friends, family,	PD.5.INF.1: Describe how friends,	students can ask questions.
media, society and culture can influence ideas	family, media, society and culture can	PD.5.CC.2
about body image	influence ideas about body image	PD.5.INF.1
PD.5.Al.1: Identify medically accurate		PD.5.Al.2
information and resources about puberty and		1 D.S.A.2
personal hygiene	25.5.41.2.11.115	-
PD.5.Al.2: Identify parents or other trusted	PD.5.Al.2: Identify parents or other	
adults of whom students can ask questions	trusted adults of whom students can	
about puberty and adolescent health issues	ask questions about puberty and adolescent health issues	
PD.5.SM.1: Explain ways to manage the	audiescent neath issues	1
physical and emotional changes associated		
with puberty		
Pregnancy and Reproduction		
NSES (3-5)	Grade 3	Grade 3
PR.5.CC.1: Describe the process of human		
reproduction		NA
Sexually Transmitted Diseases and	d HIV	
NSES (3-5)	Grade 3	Grade 3
SH.5.CC.1: Define HIV and identify some age		1
· ·		
appropriate methods of transmission, as well		NA

Attachment 2: Human Sexuality and Responsibility Grade Span 3-8 Scope and Sequence

Austin Independent School District NSES/Survey Results/Scope and Sequence Human Sexuality Curriculum

Grades 3, 4, 5			
Healthy Relationships			
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES HR.5.CC.1: Describe the	NSES HR.5.CC.1: Describe the		
characteristics of healthy relationships	characteristics of healthy relationships		
NSES HR.5.INF.1: Compare positive and		NSES HR.5.INF.1: Compare positive and	
negative ways friends and peers can		negative ways friends and peers can	
influence relationships		influence relationships	
NSES HR.5.AI.1: Identify parents and	NSES HR.5.AI.1: Identify parents and	NSES HR.5.AI.1: Identify parents and	NSES HR.5.AI.1: Identify parents and
other trusted adults they can talk to	other trusted adults they can talk to	other trusted adults they can talk to	other trusted adults they can talk to
about relationships	about relationships	about relationships	about relationships
NSES HR.5.IC.1: Demonstrate positive			NSES HR.5.IC.1: Demonstrate positive
ways to communicate differences of			ways to communicate differences of
opinion while maintaining relationships			opinion while maintaining relationships
NSES HR.5.SM.1: Demonstrate ways to	NSES HR.5.SM.1: Demonstrate ways to		
treat others with dignity and respect	treat others with dignity and respect	-	
Personal Safety			
NSES (3-5)	Grade 3	Grade 4	Grade 5
PS.5.CC.1 Define teasing, harassment and	PS.5.CC.1 Define teasing, harassment and		
bullying and explain why they are wrong	bullying and explain why they are wrong	Y	
PS.5.CC.2 Define sexual harassment and			PS.5.CC.2 Define sexual harassment and
sexual abuse			sexual abuse
PS.5.INF.1 Explain why people tease,		PS.5.INF.1 Explain why people tease,	
harass or bully others		harass or bully others	
PS.5.Al.1 Identify parents and other	PS.5.Al.1 Identify parents and other	PS.5.Al.1 Identify parents and other	PS.5.Al.1 Identify parents and other
trusted adults they can tell if they are	trusted adults they can tell if they are	trusted adults they can tell if they are	trusted adults they can tell if they are
being teased, harassed or bullied	being teased, harassed or bullied	being teased, harassed or bullied	being teased, harassed or bullied
PS.5.Al.2 Identify parents or other trusted			PS.5.AI.2 Identify parents or other trusted
adults they can tell if they are being			adults they can tell if they are being
sexually harassed or abused			sexually harassed or abused
PS.5.IC.1 Demonstrate ways to	PS.5.IC.1 Demonstrate ways to		
communicate about how one is being	communicate about how one is being		
treated.	treated.		
PS.5.IC.2 Demonstrate refusal skills (e.g.	PS.5.IC.2 Demonstrate refusal skills (e.g.	PS.5.IC.2 Demonstrate refusal skills (e.g.	PS.5.IC.2 Demonstrate refusal skills (e.g.
clear "no" statement, walk away, repeat	clear "no" statement, walk away, repeat	clear "no" statement, walk away, repeat	clear "no" statement, walk away, repeat

Austin Independent School District NSES/Survey Results/Scope and Sequence Human Sexuality Curriculum



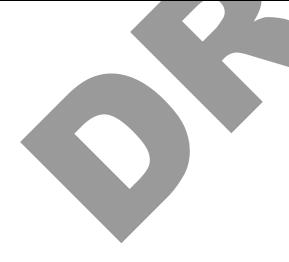
Grades 6, 7, 8			
Healthy Relationships			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Compare and contrast the characteristics	Compare and contrast the characteristics		Compare and contrast the characteristics
of healthy and unhealthy relationships	of healthy and unhealthy relationships		of healthy and unhealthy relationships
HR.8.CC.1	HR.8.CC.1		HR.8.CC.1
Describe the potential impacts of power			Describe the potential impacts of power
differences such as age, status or position			differences such as age, status or position
within relationships HR.8.CC.2			within relationships HR.8.CC.2
Analyze the similarities and differences		Analyze the similarities and differences	Analyze the similarities and differences
between friendships and romantic		between friendships and romantic	between friendships and romantic
relationships HR.8.CC.3		relationships HR.8.CC.3	relationships HR.8.CC.3
Describe a range of ways people express		Describe a range of ways people express	
affection within various types of		affection within various types of	
relationships HR.8.CC.4		relationships HR.8.CC.4	
Describe the advantages and	Describe the advantages and	Describe the advantages and	
disadvantages of communicating using	disadvantages of communicating using	disadvantages of communicating using	
technology and social media HR.8.CC.5	technology and social media HR.8.CC.5	technology and social media HR.8.CC.5	
Analyze the ways in which friends, family,		Analyze the ways in which friends, family,	
media, society and culture can influence		media, society and culture can influence	
relationships HR.8.INF.1		relationships HR.8.INF.1	
Analyze the impact of technology and		Analyze the impact of technology and	Analyze the impact of technology and
social media on friendships and		social media on friendships and	social media on friendships and
relationships HR.8.INF.2		relationships HR.8.INF.2	relationships HR.8.INF.2
Demonstrate communication skills that	Demonstrate communication skills that	Demonstrate communication skills that	
foster healthy relationships HR.8.IC.1	foster healthy relationships HR.8.IC.1	foster healthy relationships HR.8.IC.1	
Demonstrate effective ways to		Demonstrate effective ways to	Demonstrate effective ways to
communicate personal boundaries and		communicate personal boundaries and	communicate personal boundaries and
show respect for the boundaries of		show respect for the boundaries of	show respect for the boundaries of
others HR.8.IC.2		others HR.8.IC.2	others HR.8.IC.2
Demonstrate effective skills to negotiate			Demonstrate effective skills to negotiate
agreements about the use of technology	_		agreements about the use of technology
in relationships HR.8.IC.3			in relationships HR.8.IC.3
Develop a plan to stay safe when using			Develop a plan to stay safe when using
social media HR.8.GS.1			social media HR.8.GS.1

Explain the criteria for evaluating the			Explain the criteria for evaluating the
health of a relationship HR.8.SM.1			health of a relationship HR.8.SM.1
Describe strategies to use social media	Describe strategies to use social media		Describe strategies to use social media
safely, legally and respectfully HR.8.SM.2	safely, legally and respectfully HR.8.SM.2		safely, legally and respectfully HR.8.SM.2
Personal Safety			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Describe situations and behaviors that			Describe situations and behaviors that
constitute bullying, sexual harassment,			constitute bullying, sexual harassment,
sexual abuse, sexual assault, incest, rape			sexual abuse, sexual assault, incest, rape
and dating violence PS.8.CC.1			and dating violence PS.8.CC.1
Discuss the impacts of bullying, sexual			Discuss the impacts of bullying, sexual
harassment, sexual abuse, sexual assault,			harassment, sexual abuse, sexual assault,
incest, rape and dating violence and why			incest, rape and dating violence and why
they are wrong PS.8.CC.2			they are wrong PS.8.CC.2
Explain that no one has the right to touch	Explain that no one has the right to touch	Explain that no one has the right to touch	Explain that no one has the right to touch
anyone else in a sexual manner if they do	anyone else in a sexual manner if they do	anyone else in a sexual manner if they do	anyone else in a sexual manner if they do
not want to be touched PS.8.CC.3	not want to be touched PS.8.CC.3	not want to be touched PS.8.CC.3	not want to be touched PS.8.CC.3
Explain why a person who has been			Explain why a person who has been
raped or sexually assaulted is not at fault			raped or sexually assaulted is not at fault
PS.8.CC.4			PS.8.CC.4
Identify sources of support such as	Identify sources of support such as	Identify sources of support such as	
parents or other trusted adults that they	parents or other trusted adults that they	parents or other trusted adults that they	
can go to if they are or someone they	can go to if they are or someone they	can go to if they are or someone they	
know is being bullied, harassed, abused	know is being bullied, harassed, abused	know is being bullied, harassed, abused	
or assaulted PS.8.AI.1	or assaulted PS.8.Al.1	or assaulted PS.8.AI.1	
Demonstrate ways to communicate with			Demonstrate ways to communicate with
trusted adults about bullying,			trusted adults about bullying,
harassment, abuse or assault PS.8.IC.1			harassment, abuse or assault PS.8.IC.1
Describe ways to treat others with dignity	Describe ways to treat others with dignity	Describe ways to treat others with dignity	
and respect PS.8.SM.1	and respect PS.8.SM.1	and respect PS.8.SM.1	
Demonstrate ways they can respond		Demonstrate ways they can respond	
when someone is being bullied or		when someone is being bullied or	
harassed PS.8.SM.2		harassed PS.8.SM.2	
Advocate for safe environments that	Advocate for safe environments that		Advocate for safe environments that
encourage dignified and respectful	encourage dignified and respectful		encourage dignified and respectful
treatment of everyone PS.8.ADV.1	treatment of everyone PS.8.ADV.1		treatment of everyone PS.8.ADV.1
Identity	· /		
NSES (6-8)	Grade 6	Grade 7	Grade 8
Differentiate between gender identity,	Differentiate between gender identity,	Differentiate between gender identity,	
gender expression and sexual orientation	gender expression and sexual orientation	gender expression and sexual orientation	
ID.8.CC.1	ID.8.CC.1	ID.8.CC.1	
Explain the range of gender roles		Explain the range of gender roles	

ID.8.CC.2		ID.8.CC.2	
Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.INF.1			Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.INF.1
Access accurate information about gender identity, gender expression and sexual orientation ID.8.AI.1			Access accurate information about gender identity, gender expression and sexual orientation ID.8.AI.1
Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	
Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1
Anatomy and Physiology			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1
Identify accurate and credible sources of information about sexual health AP.8.AI.1		Identify accurate and credible sources of information about sexual health AP.8.AI.1	Identify accurate and credible sources of information about sexual health AP.8.AI.1
Puberty and Adolescent Deve			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	
Analyze how friends, family, media,			
society and culture can influence self- concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1
society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.Al.1	society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	society and culture can influence self-
society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.Al.1 Demonstrate the use of a decision- making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent	society and culture can influence self- concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent	society and culture can influence self-
society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.Al.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1 Pregnancy and Reproduction	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	society and culture can influence self- concept and body image PD.8.INF.1
society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.Al.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1 Pregnancy and Reproduction NSES (6-8)	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1 Grade 6	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1 Grade 7	society and culture can influence self- concept and body image PD.8.INF.1 Grade 8
society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.Al.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1 Pregnancy and Reproduction	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	society and culture can influence self-concept and body image PD.8.INF.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	society and culture can influence self- concept and body image PD.8.INF.1

PR.8.CC.1	PR.8.CC.1	PR.8.CC.1	PR.8.CC.1
Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2
Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3		Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3
Define emergency contraception and its use PR.8.CC.4			Define emergency contraception and its use PR.8.CC.4
Describe the signs and symptoms of a pregnancy PR.8.CC.5		Describe the signs and symptoms of a pregnancy PR.8.CC.5	Describe the signs and symptoms of a pregnancy PR.8.CC.5
Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6		Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6
Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1		Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1
Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1		Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1	Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1
Identify medically accurate information about emergency contraception PR.8.AI.2			Identify medically accurate information about emergency contraception PR.8.AI.2
Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care PR.8.AI.3			Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care PR.8.AI.3
Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1
Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2		Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2
Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1
Describe the steps to using a condom correctly PR.8.SM.1		Describe the steps to using a condom correctly PR.8.SM.1	Describe the steps to using a condom correctly PR.8.SM.1
Sexually Transmitted Diseases	and HIV		

NSES (6-8)	Grade 6	Grade 7	Grade 8
Define STDs, including HIV, and how they	Define STDs, including HIV, and how they	Define STDs, including HIV, and how they	Define STDs, including HIV, and how they
are and are not transmitted SH.8.CC.1	are and are not transmitted SH.8.CC.1	are and are not transmitted SH.8.CC.1	are and are not transmitted SH.8.CC.1
Compare and contrast behaviors,	Compare and contrast behaviors,		Compare and contrast behaviors,
including abstinence, to determine the	including abstinence, to determine the		including abstinence, to determine the
potential risk of STD/HIV transmission	potential risk of STD/HIV transmission		potential risk of STD/HIV transmission
from each SH.8.CC.2	from each SH.8.CC.2		from each SH.8.CC.2
Describe the signs, symptoms and	Describe the signs, symptoms and		Describe the signs, symptoms and
potential impacts of STDs, including HIV	potential impacts of STDs, including HIV		potential impacts of STDs, including HIV
SH.8.CC.3	SH.8.CC.3		SH.8.CC.3
Analyze the impact of alcohol and other		Analyze the impact of alcohol and other	Analyze the impact of alcohol and other
drugs on safer sexual decision-making		drugs on safer sexual decision-making	drugs on safer sexual decision-making
and sexual behaviors SH.8.INF.1		and sexual behaviors SH.8.INF.1	and sexual behaviors SH.8.INF.1
Identify medically accurate information			Identify medically accurate information
about STDs, including HIV SH.8.AI.1			about STDs, including HIV SH.8.AI.1
Identify local STD and HIV testing and			Identify local STD and HIV testing and
treatment resources SH.8.AI.2			treatment resources SH.8.AI.2
Demonstrate the use of effective		Demonstrate the use of effective	Demonstrate the use of effective
communication skills to reduce or		communication skills to reduce or	communication skills to reduce or
eliminate risk for STDs, including HIV		eliminate risk for STDs, including HIV	eliminate risk for STDs, including HIV
SH.8.IC.1		SH.8.IC.1	SH.8.IC.1
Develop a plan to eliminate or reduce risk	Develop a plan to eliminate or reduce risk	Develop a plan to eliminate or reduce risk	Develop a plan to eliminate or reduce risk
for STDs, including HIV SH.8.GS.1	for STDs, including HIV SH.8.GS.1	for STDs, including HIV SH.8.GS.1	for STDs, including HIV SH.8.GS.1
Describe the steps to using a condom		Describe the steps to using a condom	Describe the steps to using a condom
correctly SH.8.SM.1		correctly SH.8.SM.1	correctly SH.8.SM.1



refusal)	refusal)	refusal)	refusal)
PS.5.SM.1 Discuss effective ways in which		PS.5.SM.1 Discuss effective ways in which	
students could respond when they are or		students could respond when they are or	
someone else is being teased, harassed		someone else is being teased, harassed	
or bullied		or bullied	
PS.5.ADV.1 Persuade others to take			PS.5.ADV.1 Persuade others to take
action when someone else is being			action when someone else is being
teased, harassed or bullied			teased, harassed or bullied
Identity			
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES ID.5.CC.1: Define sexual orientation			NSES ID.5.CC.1: Define sexual orientation
as the romantic attraction of an			as the romantic attraction of an
individual to someone of the same			individual to someone of the same
gender or a different gender			gender or a different gender
NSES ID.5.Al.1: Identify parents or other	NSES ID.5.AI.1: Identify parents or other	NSES ID.5.AI.1: Identify parents or other	NSES ID.5.AI.1: Identify parents or other
trusted adults of whom students can ask	trusted adults of whom students can ask	trusted adults of whom students can ask	trusted adults of whom students can ask
questions about sexual orientation	questions about sexual orientation	questions about sexual orientation	questions about sexual orientation
NSES ID.5.SM.1: Demonstrate ways to	NSES ID.5.SM.1: Demonstrate ways to		
treat others with dignity and respect	treat others with dignity and respect		
NSES ID.5.ADV.1: Demonstrate ways		NSES ID.5.ADV.1: Demonstrate ways	
students can work together to promote		students can work together to promote	
dignity and respect for all people		dignity and respect for all people	
Anatomy and Physiology			
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES AP.5.CC.1: Describe male and		NSES AP.5.CC.1: Describe male and	NSES AP.5.CC.1: Describe male and
female reproductive systems including		female reproductive systems including	female reproductive systems including
body parts and their functions		body parts and their functions	body parts and their functions
NSES AP.5.AI.1: Identify medically	NSES AP.5.AI.1: Identify medically		NSES AP.5.AI.1: Identify medically
accurate information about female and	accurate information about female and		accurate information about female and
male reproductive anatomy	male reproductive anatomy		male reproductive anatomy
Puberty and Adolescent Devel	opment		
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES PD.5.CC.1: Explain the physical,		NSES PD.5.CC.1: Explain the physical,	
social and emotional changes that occur		social and emotional changes that occur	
during puberty and adolescence		during puberty and adolescence	
NSES PD.5.CC.2: Explain how the timing	NSES PD.5.CC.2: Explain how the timing		
of puberty and adolescent development	of puberty and adolescent development		
varies considerably and can still be	varies considerably and can still be		
healthy	healthy		
NSES PAD.5.CC.3: Describe how puberty			NSES PAD.5.CC.3: Describe how puberty
prepares human bodies for the potential			prepares human bodies for the potential
to reproduce			to reproduce

		1	
NSES PD.5.INF.1: Describe how friends,	NSES PD.5.INF.1: Describe how friends,	NSES PD.5.INF.1: Describe how friends,	NSES PD.5.INF.1: Describe how friends,
family, media, society and culture can	ulture can family, media, society and culture can family, media, society and culture can		family, media, society and culture can
influence ideas about body image	influence ideas about body image	uence ideas about body image influence ideas about body image	
NSES PD.5.Al.1: Identify medically		NSES PD.5.AI.1: Identify medically	NSES PD.5.AI.1: Identify medically
accurate information and resources		accurate information and resources	accurate information and resources
about puberty and personal hygiene		about puberty and personal hygiene	about puberty and personal hygiene
NSES PD.5.Al.2: Identify parents or other	NSES PD.5.Al.2: Identify parents or other	NSES PD.5.Al.2: Identify parents or other	NSES PD.5.AI.2: Identify parents or other
trusted adults of whom students can ask	trusted adults of whom students can ask	trusted adults of whom students can ask	trusted adults of whom students can ask
questions about puberty and adolescent	questions about puberty and adolescent	questions about puberty and adolescent	questions about puberty and adolescent
health issues	health issues	health issues	health issues
NSES PD.5.SM.1: Explain ways to manage		NSES PD.5.SM.1: Explain ways to manage	NSES PD.5.SM.1: Explain ways to manage
the physical and emotional changes		the physical and emotional changes	the physical and emotional changes
associated with puberty		associated with puberty	associated with puberty
Pregnancy and Reproduction			
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES PR.5.CC.1: Describe the process of			NSES PR.5.CC.1: Describe the process of
human reproduction			human reproduction
Sexually Transmitted Diseases and HIV			
NSES (3-5)	Grade 3	Grade 4	Grade 5
NSES SH.5.CC.1: Define HIV and identify			NSES SH.5.CC.1: Define HIV and identify
some age appropriate methods of			some age appropriate methods of
transmission, as well as ways to prevent			transmission, as well as ways to prevent
transmission			transmission

Working Draft (Updated 02/06/19)

Human Sexuality & Responsibility Curriculum Revision Timeline for the 2018-19 school year

Dates(s)*	Action	Purpose	
October and November	CAC Survey at each campus	Each CAC (composed of parents, staff, community members and students, as appropriate) will provide feedback with regards to which grade levels, within a grade span, indicators on the National Sexuality Education Standards (NSES) should be taught.	
November 7	Individual Human Sexuality and Responsibility Surveys	Links to the Human Sexuality and Responsibility Survey will be emailed to the following to emails on file: • The primary contact of each AISD student • Campus professional and administrative staff • Each SHAC member Each high school student currently enrolled in a health class will also complete the survey	
November 8, 2018 November 13, 2018 November 15, 2018	All meetings are scheduled for 6:00 to 7:30 Travis: (11/8/18) Lanier: (11/13/18) Eastside: (11/15/18)	Guests will: Receive information about legal and local human sexuality education curriculum standards and policies Engage in a Table Talk conversation to elicit additional feedback Provide feedback, via individual surveys, with regards to which grade levels, within a grade span, indicators on the National Sexuality Education Standards (SES) should be taught.	
December 5, 2018	SHAC Meeting	Present survey results to SHAC and any draft curriculum (scope and sequence) available at that time	
January, 2019	Revised Parent Notification Letter	A revised parent notification letter will be included in the registration process for all students beginning with the 2019-20 school year. This will ensure each parent (who registers their student) will see the letter before the first day of school.	
January, 2019	Draft Scope and Sequence	Human Sexuality and Responsibility Curriculum District Review Team created draft scope and sequences for grades 3-8	
Jan. 8, 2019	SHAC Meeting	Update on the process of drafting curriculum (scope and sequence) and creating an RFP for potential use of published lessons within the the AISD curriculum (scope and sequence)	
Jan.16, 2019	Draft Curriculum (scope and sequence) shared with SHAC	AISD staff emails the first draft of the revised curriculum (scope and sequence) to the co-chair of the Health sub-committee	

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Jan. 22-23, 2019	Share draft with SHAC subcommittee	AISD staff shares the draft curriculum (scope and sequence) with SHAC subcommittee and also answers any clarifying questions. Sample published materials and survey results will also also available to view at Pillow Elementary for the sub-committee
Feb.1, 2019	Revised Drafts sent to SHAC	A final revised draft was sent to the co-chair of the Health sub-committee
Feb 6, 2019	SHAC reviews the draft curriculum (scope and sequence)	SHAC's agenda for this evening reads: "Presentation of Health Education Subcommittee recommendations regarding Human Sexuality & Responsibility Scope and Sequence. SHAC vote regarding adoption of Health Education Subcommittee recommendations on Human Sexuality & Responsibility Scope and Sequence".
Feb. 11,2019	Human Sexuality and Responsibility draft curriculum (scope and sequence) discussed at Board work session	AISD staff will share the draft curriculum revisions and engage in discussions with the AISD Board of Trustees.
February 25, 2019	Board Meeting	Proposed revised curriculum (scope and sequence and list of resources) is presented to the Austin ISD Board for approval
February 26, 2019	Posting of the RFP	If board approves the curriculum (scope and sequence) on Feb 25, 2019, an RFP will be posted seeking proposals from vendors
March - July, 2019	Securing Lessons	Secure aligned published packages and/or customize lessons. RFP process will be finalized and should a vendor be selected as a result of the RFP process, and meets the guidelines requiring board action, it will be placed on the May 20, 2019 board agenda.
August, 2019	Curriculum (scope and sequence) available for review	Curriculum (revised or current) will be available in each school's library for review by families.

^{*} Dates subject to change