



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to the SHAC's attention that the Human Sexuality & Responsibility (HSR) curriculum for elementary & middle schools was outdated.
- The elementary school HSR curriculum used by AISD is outdated.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.

Austin Independent School District NSES/Survey Results/Lesson Overviews Human Sexuality Curriculum

DRAFT**Grade 3****Healthy Relationships**

NSES (3-5)	Grade 3	Grade 3 – Lesson 1 Healthy Relationships
HR.5.CC.1: Describe the characteristics of healthy relationships	HR.5.CC.1: Describe the characteristics of healthy relationships	<p>Students learn how to successfully navigate changing relationships among family members and classmates.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Characteristics of healthy relationships, • Identify trusted adults to talk to about relationships; • Demonstrate how to treat others with dignity and respect. <p>NSES HR.5.CC.1 NSES HR.5.AI.1 NSES HR.5.SM.1</p>
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships		
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships		
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect	HR.5.SM.1: Demonstrate ways to treat others with dignity and respect	

Personal Safety

NSES (3-5)	Grade 3	Grade 3 – Lesson 2 Personal Safety
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong	PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong	<p>Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Define teasing, harassment, bullying; • Explain why teasing, harassment, and bullying are wrong; • Identify trusted adults to talk to about teasing or bullying; • Demonstrate communication skills; • Demonstrate refusal skills. <p>PS.5.CC.1 PS.5.AI.1 PS.5.IC.1 PS.5.IC.2</p>
PS.5.CC.2 Define sexual harassment and sexual abuse		
PS.5.INF.1 Explain why people tease, harass or bully others		
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused		
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.	PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.	
PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	
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		

Austin Independent School District NSES/Survey Results/Lesson Overviews Human Sexuality Curriculum

DRAFT**Grade 4****Healthy Relationships**

NSES (3-5)	Grade 4	Grade 4 – Lesson 1 Healthy Relationships
HR.5.CC.1: Describe the characteristics of healthy relationships		<p>Students learn how to successfully navigate changing relationships among family members and classmates.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Compare how friends and peers can influence relationships; • Identify trusted adults to talk to about relationships. <p>HR.5.INF.1 HR.5.AI.1</p>
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships	HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships	
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships		
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect		

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		<p>Students learn about the need for a growing awareness and maintenance of personal safety.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Explain why people tease, harass, bully; • Identify trusted adults to talk to about teasing, bullying, and sexual abuse; • Demonstrate refusal skills and “no” statement; • Discuss response skills to teasing, harassment, bullying. <p>PS.5.INF.1 PS.5.AI.1 PS.5.AI.2 PS.5.IC.2 PS.5.SM.1</p>
PS.5.CC.2 Define sexual harassment and sexual abuse		
PS.5.INF.1 Explain why people tease, harass or bully others	PS.5.INF.1 Explain why people tease, harass or bully others	
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused		
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.		
PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	
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.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 4	Grade 4 - Lesson 3 Identity
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender		Students learn several fundamental aspects of people’s understanding of who they are.

ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	Lesson objectives: <ul style="list-style-type: none"> Identify parents or other trusted adults to talk to about sexual orientation; Demonstrate how to work together and promote dignity and respect for all people. ID.5.AI.1 ID.5.ADV.1
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.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people	

Anatomy and Physiology

NSES (3-5)	Grade 4	Grade 4 – Lesson 4 Anatomy and Physiology
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	Students learn the foundation for basic human functioning. Lesson objectives: <ul style="list-style-type: none"> Describe male and female reproductive body parts and their functions. AP.5.CC.1
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy		

Puberty and Adolescent Development

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 puberty and adolescence	PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence	Students learn about the milestones that influence development for every person. Lesson objectives: <ul style="list-style-type: none"> Explain and manage physical, social, and emotional changes during puberty; Describe factors that affect body image; Identify accurate information about puberty and hygiene; Identify trusted adults to talk to about puberty and hygiene. PD.5.CC.1 PD.5.INF.1 PD.5.AI.1 PD.5.AI.2 PD.5.SM.1
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy		
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.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.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	PD.5.AI.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 the physical and emotional changes associated with puberty	PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	

Pregnancy and Reproduction

NSES (3-5)	Grade 4	Grade 4
PR.5.CC.1: Describe the process of human reproduction		NA

Sexually Transmitted Diseases and HIV

NSES (3-5)	Grade 4	Grade 4
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission		NA

Austin Independent School District

NSES/Survey Results/Lesson Overviews

Human Sexuality Curriculum

DRAFT**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		<p>Students learn how to successfully navigate changing relationships among family members and classmates.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> Identify trusted adults to talk to about relationships. Communicate difference of opinion within relationships. <p>NSES HR.5.AI.1 NSES HR.5.IC.1</p>
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships		
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships	HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships	
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect		

Personal Safety

NSES (3-5)	Grade 5	Grade 5 – Lesson 2 Personal Safety and Identity
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong		<p>Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> Define teasing, sexual harassment, bullying; Identify trusted adults to talk to about teasing, bullying, and sexual abuse; Demonstrate refusal skills and no statements; Persuade others to take action when someone is being teased, harassed, or bullied. <p>PS.5.CC.2 PS.5.AI.1 PS.5.AI.2 PS.5.IC.2 PS.5.ADV.1</p>
PS.5.CC.2 Define sexual harassment and sexual abuse	PS.5.CC.2 Define sexual harassment and sexual abuse	
PS.5.INF.1 Explain why people tease, harass or bully others		
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.		
PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	
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	PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied	

Identity

NSES (3-5)	Grade 5	Grade 5 - Lesson 2 Personal Safety and Identity
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	Students learn several fundamental aspects of people’s understanding of who

ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	they are. Lesson objectives: <ul style="list-style-type: none"> Define sexual orientation and romantic attraction; Identify trusted adults to talk to about sexual orientation. ID.5.CC.1 ID.5.AI.1
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		

Anatomy and Physiology

NSES (3-5)	Grade 5	Grade 5 Lesson 4 Anatomy and Physiology and Pregnancy and Reproduction
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	Students learn about the human reproductive systems and the process of pregnancy and reproduction. Lesson objectives: <ul style="list-style-type: none"> Describe, medically, the male and female parts and function in pregnancy and reproduction. AP.5.CC.1 AP.5.AI.1
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	

Puberty and Adolescent Development

NSES (3-5)	Grade 5	Grade 5 - Lesson 3 Puberty and Adolescent Development
PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence		Students learn the physical, social, and emotional development and potential for reproduction of humans. Lesson objectives: <ul style="list-style-type: none"> 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.AI.1 PD.5.AI.2 PD.5.SM.1
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	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.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.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	PD.5.AI.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 the physical and emotional changes associated with puberty	PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	

Pregnancy and Reproduction		
NSES (3-5)	Grade 5	Grade 5 - Lesson 4 Pregnancy and Reproduction and Anatomy and Physiology
PR.5.CC.1: Describe the process of human reproduction	PR.5.CC.1: Describe the process of human reproduction	<p>Students learn about how pregnancy happens.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> Describe the way humans reproduce. <p>PR.5.CC.1</p>
Sexually Transmitted Diseases and HIV		
NSES (3-5)	Grade 5	Grade 5 - Lesson 5 STDs and HIV
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	<p>Students learn the content and skills necessary to understand STDs and HIV.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> Identify age-appropriate information about how STDs and STIs are Transmitted, Symptoms, and Prevention. <p>SH.5.CC.1</p>

Austin Independent School District NSES/Survey Results/Lesson Overviews Human Sexuality Curriculum

DRAFT**Grade 6****Healthy Relationships**

NSES (6-8)	Grade 6	Grade 6 – Lesson 1 Healthy Relationships
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	<p>Students learn how to successfully navigate changing relationships among family members and classmates.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Compare characteristics of relationships; • Describe advantages and disadvantages of communicating through technology; • Demonstrate communication skills for healthy relationships; • Describe strategies to use social media safely, legally, and respectfully. <p>HR.8.CC.1 HR.8.CC5 HR.8.IC.1 HR.8.SM.2</p>
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships		
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships		
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships		
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships		
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships		
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	HR.8.IC.1 Demonstrate 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 media safely, legally and respectfully	HR.8.SM.2 Describe strategies to 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, sexual abuse, sexual assault, incest, rape and dating violence		<p>Students learn about the need for personal safety.</p> <p>Lesson objectives:</p>

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		<ul style="list-style-type: none"> • Explain personal rights as to touches; • Communicate with trusted adults to report abuse or assault; • Describe ways to treat people with dignity and respect; • Advocate for safe environments and dignity and respect.
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	
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault		
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.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.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 that encourage dignified and respectful treatment of everyone	PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone	PS.8.CC.3 PS.8.AI.1 PS.8.SM.1 PS.8.ADV.1

Identity

NSES (6-8)	Grade 6	Grade 6 – Lesson 3 Identity
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	Students learn fundamental aspects of people's understanding of who they are. Lesson objectives: <ul style="list-style-type: none"> • 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.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.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.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	ID.8.CC.1 ID.8.IC.1 ID.8.ADV.1

Anatomy and Physiology

NSES (6-8)	Grade 6	Grade 6 – Lesson 4 and 5 Anatomy and Physiology
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	Students learn about body parts and body

	their functions	functions. Lesson objectives: <ul style="list-style-type: none">Describe male and female reproductive systems AP.8.CC.1
AP.8.AI.1 Identify accurate and credible sources of information about sexual health		
Puberty and Adolescent Development		
NSES (6-8)	Grade 6	Grade 6 – Lesson 6 and 7 Puberty and Development
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	Students learn about changes of adolescence. Lesson objectives: <ul style="list-style-type: none">Describe the physical, social, cognitive, emotional changes of adolescence;Analyze the influences of self-concept and body image;identify medically accurate sources of information about adolescent development;Develop a decision-making model and evaluate outcomes. PD.8.CC.1 PD.8.INF.1 PD.8.AI.1 PD.8.DM.1
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.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	
PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	PD.8.DM.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 6	Grade 6 – Lessons 8 and 9 Pregnancy and Reproduction
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	Students learn about human reproduction, abstinence, pregnancy, and decision making. Lesson objectives: <ul style="list-style-type: none">Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;Communicate how to maintain abstinence and apply a decision-making model. PR.8.CC.1 PR.8.CC.2 PR.8.IC.1 PR.8.DM.1
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.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms		
PR.8.CC.4 Define emergency contraception and its use		
PR.8.CC.5 Describe the signs and symptoms of a pregnancy		
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy		
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.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care		
PR.8.AI.2 Identify medically accurate information about emergency contraception		

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 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.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 to various sexual health decisions	PR.8.DM.1 Apply a decision-making model to various sexual health decisions	
PR.8.SM.1 Describe the steps to using a condom correctly		
Sexually Transmitted Diseases and HIV		
NSES (6-8)	Grade 6	Grade 6 Lesson 10 STDs and HIV
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	Students learn about STDs and HIV. Lesson objectives: <ul style="list-style-type: none">• Define STDs and HIV;• Compare how abstinence lowers the risk of STD and HIV;• Describe the symptoms and impact of STDs and HIV;• Develop a plan to reduce the risk of STDs and HIV.
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors		SH.8.CC.1 SH.8.CC.2 SH.8.CC.3 SH.8.GS.1
SH.8.AI.1 Identify medically accurate information about STDs, including HIV		
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 reduce risk for STDs, including HIV	SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	
SH.8.SM.1 Describe the steps to using a condom correctly		

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DRAFT**Grade 7****Healthy Relationships**

NSES (6-8)	Grade 7	Grade 7 – Lesson 1 Healthy Relationships
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships		<p>Students learn about how to successfully navigate changing relationships among family members, classmates, and partners.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> Analyze friendships vs. romantic relationships; Describe ways to express affection; Describe the increasing use, effects, and impact of technology on relationships; Analyze influences such as friends, family, media, technology on relationships; Demonstrate communication skills and personal boundaries for healthy relationships.
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships		
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	HR.8.IC.1 Demonstrate 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.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.CC.3 HR.8.CC.4 HR.8.CC.5 HR.8.INF.1 HR.8.INF.2 HR.8.IC.1 HR.8.IC.2
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 Safety
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence		<p>Students learn about the need for personal safety.</p>

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		<p>Lesson objectives:</p> <ul style="list-style-type: none">● 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 bullying. <p>PS.8.CC.3 PS.8.AI.1 PS.8.SM.1 PS.8.SM.2</p>
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	
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault		
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.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.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.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed	
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone		
Identity		
NSES (6-8)	Grade 7	Grade 7 – Lesson 4 Identity
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	<p>Students learn fundamental aspects of people’s understanding of who they are.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none">● 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. <p>ID.8.CC.1 ID.8.CC.2 ID.8.IC.1 ID.8.ADV.1</p>
ID.8.CC.2 Explain the range of gender roles	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.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.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	
Anatomy and Physiology		
NSES (6-8)	Grade 7	Grade 7 – Lesson 5 and 6 Human Anatomy and Physiology
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	<p>Students learn about body parts and body functions.</p> <p>Lesson objectives:</p>
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	<ul style="list-style-type: none">Describe male and female reproductive systemsIdentify sources of information about sexual health AP.8.CC.1 AP.8.AI.1
Puberty and Adolescent Development		
NSES (6-8)	Grade 7	Grade 7 – Lesson 7 Puberty and Development Students learn about the changes of adolescence. Lesson objectives: <ul style="list-style-type: none">Describe the medically accurate physical, social, cognitive, emotional changes;Analyze the influences of self-concept and body image;Identify sources of information about sexuality;Develop a decision-making model and evaluate outcomes. PD.8.CC.1 PD.8.INF.1 PD.8.AI.1 PD.8.SM.1
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.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.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	PD.8.AI.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	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 7	Grade 7 – Lessons 8 and 9 Pregnancy and Reproduction Students learn about human reproduction, abstinence, pregnancy, and decision making. Lesson objectives: <ul style="list-style-type: none">Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;Explain health benefits, risks, % effectiveness, of contraception;Describe symptoms of pregnancy and healthy pregnancy practices;Examine influences and how risk behaviors affect sexual behaviors;Identify resources about prevention and health care;Communicate effectively to maintain abstinence and use of contraception including condoms;Apply a decision-making model. PR.8.CC.1
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	
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.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.4 Define emergency contraception and its use		
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.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.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.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.2 Identify medically accurate information about emergency contraception		
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.CC.2 PR.8.CC.3 PR.8.CC.5 PR.8.CC.6 PR.8.INF.1 PR.8.AI.1
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.AI.1
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.1 PR.8.IC.2 PR.8.DM.1 PR.8.SM.1
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.SM.1 Describe the steps to using a condom correctly	PR.8.SM.1 Describe the steps to using a condom correctly	
Sexually Transmitted Diseases and HIV		
NSES (6-8)	Grade 7	Grade 7 – Lesson 10 STDs and HIV
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	Students learn about sexually transmitted diseases and HIV. Lesson objectives:
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each		<ul style="list-style-type: none"> Define STDs, HIV, transmission, prevention, risk behaviors; Analyze the impact of risk behaviors; Communicate and develop a plan to reduce the risk of STDs and HIV.
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV		
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	
SH.8.AI.1 Identify medically accurate information about STDs, including HIV		SH.8.CC.1 SH.8. INF.1 SH.8.IC.1 SH.8.GS.1 SH.8.SM.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.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 reduce risk for STDs, including HIV	SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	
SH.8.SM.1 Describe the steps to using a condom correctly	SH.8.SM.1 Describe the steps to using a condom correctly	

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DRAFT**Grade 8****Healthy Relationships**

NSES (6-8)	Grade 8	Grade 8 – Lesson 1 Healthy Relationships
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	<p>Students learn about how to successfully navigate relationships.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Compare characteristics of healthy and unhealthy relationships including the impacts of power in relationships; • Describe the increasing use, effects, and impact of technology on relationships; • Demonstrate communication skills about personal boundaries; • Describe strategies and develop a plan in the use of technology and social media; • Design criteria to evaluate a relationship. <p>HR.8.CC.1 HR.8.CC.2 HR.8.CC.3 HR.8.INF.2 HR.8.IC.2 HR.8.IC.3 HR.8.GS.1 HR.8.SM.1 HR.8.SM.2</p>
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships	HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships	
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships		
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media		
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships		
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	
HR.8.IC.1 Demonstrate 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.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.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.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.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	HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	

Personal Safety

NSES (6-8)	Grade 8	Grade 8 – Lesson 2 Personal Safety
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	<p>Students learn about the need for personal safety.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Describe the situations and impact of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape,
PS.8.CC.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	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	and why they are wrong	and dating violence;
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	<ul style="list-style-type: none"> Explain personal rights as to unwanted touches; Explain why people are not at fault for being victims; Identify parents or trusted adults to report abuse or assault; Communicate with trusted adults about bullying, harassment, abuse; Advocate for safe environments and dignity and respect.
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault	PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault	
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.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	PS.8.CC.1
PS.8.SM.1 Describe ways to treat others with dignity and respect		PS.8.CC.2
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed		PS.8.CC.3
		PS.8.CC.4
		PS.8.IC.1
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone	PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone	PS.8.ADV.1

Identity

NSES (6-8)	Grade 8	Grade 8 – Lesson 3 Identity
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation		Students learn fundamental aspects of people's understanding of who they are. Lesson objectives:
ID.8.CC.2 Explain the range of gender roles		<ul style="list-style-type: none"> Analyze external influences and accurate information of gender; Access information about people of all gender identities and sexual orientations; Develop a plan to promote dignity and respect.
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 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.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.INF.1 ID.8.AI.1 ID.8.ADV.1
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	

Anatomy and Physiology

NSES (6-8)	Grade 8	Grade 8 – Lesson 4 Human Anatomy and Physiology
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	Students learn about body parts and body functions. Lesson objectives:
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	<ul style="list-style-type: none"> Describe male and female reproductive systems; Identify sexual health resources.
		AP.8.CC.1

		AP.8.AI.1
Puberty and Adolescent Development		
NSES (6-8)		Grade 8 – Lesson 5 Adolescent Development
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence		Students learn about body image. Lesson objectives: <ul style="list-style-type: none">Analyze the influences of 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
PD.8.AI.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	Grade 8 – Lesson 6, 7, 8
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	Students learn about human reproduction, abstinence, pregnancy, and decision making. Lesson objectives: <ul style="list-style-type: none">Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;Explain health benefits, risks, percent effectiveness of contraception, emergency contraception;Describe symptoms of pregnancy and healthy pregnancy practices;Explain influences about sexual behaviors;Identify resources about prevention and reproductive health care and emergency contraception;Identify pregnancy options, safe surrender policies, and prenatal care;Demonstrate communication skills to maintain abstinence;Apply a decision-making model;Describe using a condom.
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.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.4 Define emergency contraception and its use	PR.8.CC.4 Define emergency contraception and its use	
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.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.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.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.2 Identify medically accurate information about emergency contraception	PR.8.AI.2 Identify medically accurate information about emergency contraception	
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 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care	PR.8.CC.1 PR.8.CC.2 PR.8.CC.3 PR.8.CC.4 PR.8.CC.5 PR.8.CC.6 PR.8.INF.1 PR.8.AI.1 PR.8.AI.2 PR.8.AI.3 PR.8.IC.1 PR.8.IC.2
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.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.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 PR.8.SM.1
PR.8.SM.1 Describe the steps to using a condom correctly	PR.8.SM.1 Describe the steps to using a condom correctly	
Sexually Transmitted Diseases and HIV		
NSES (6-8)	Grade 8	Grade 8 – Lesson 9 and 10 STDs and HIV
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	Students learn about the impact of STDs and HIV. Lesson objectives: <ul style="list-style-type: none">● Define STDs, including HIV, and transmission;● Develop a plan to eliminate or reduce risk for STDs and HIV;● Analyze abstinence vs risk behaviors of STD/HIV transmission;● Describe the signs, symptoms and potential impacts of STDs and HIV;● Identify medically accurate information about STDs and HIV;● Identify community resources for STD and HIV testing and treatment;● Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs and HIV;● Describe using a condom correctly.
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	
SH.8.AI.1 Identify medically accurate information about STDs, including HIV	SH.8.AI.1 Identify medically accurate information about STDs, including HIV	
SH.8.AI.2 Identify local STD and HIV testing and treatment resources	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.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 reduce risk for STDs, including HIV	SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	
SH.8.SM.1 Describe the steps to using a condom correctly	SH.8.SM.1 Describe the steps to using a condom correctly	
		SH.8.CC.1 SH.8.CC.2 SH.8.CC.3 SH.8.INF.1 SH.8.AI.1 SH.8.AI.2 SH.8.IC.1 SH.8.GS.1 SH.8.SM.1

romantic attraction of an individual to someone of the same gender or a different gender		Students learn several fundamental aspects of people's understanding of who they are.
ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	Lesson objectives: <ul style="list-style-type: none"> Identify trusted adults to talk to about sexual orientation Demonstrate and promote dignity and respect for all people.
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect	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 ID.5.SM.1
Anatomy and Physiology		
NSES (3-5)	Grade 3	Grade 3 – Lesson 4 Anatomy and Physiology
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions		Students learn that males and females have different reproductive anatomy.
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	Lesson objectives: <ul style="list-style-type: none"> Identify male and female external reproductive anatomy
		AP.5.AI.1
Puberty and Adolescent Development		
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 and adolescence		Students learn about personal hygiene as their bodies change.
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	Lesson objectives: <ul style="list-style-type: none"> Explain the variations of timing of puberty; Describe how media and society influences body image; identify trusted adults to whom students can ask questions.
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.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.CC.2 PD.5.INF.1 PD.5.AI.2
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	PD.5.AI.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 the 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 HIV		
NSES (3-5)	Grade 3	Grade 3
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission		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

DRAFT**Grades 3, 4, 5****Healthy Relationships**

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

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

DRAFT**Grades 6, 7, 8****Healthy Relationships**

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

Explain the criteria for evaluating the health of a relationship HR.8.SM.1			Explain the criteria for evaluating the health of a relationship HR.8.SM.1
Describe strategies to use social media safely, legally and respectfully HR.8.SM.2	Describe strategies to use social media safely, legally and respectfully HR.8.SM.2		Describe strategies to use social media safely, legally and respectfully HR.8.SM.2
Personal Safety			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence PS.8.CC.1			Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence PS.8.CC.1
Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong 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.2
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 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 PS.8.CC.3
Explain why a person who has been raped or sexually assaulted is not at fault PS.8.CC.4			Explain why a person who has been raped or sexually assaulted is not at fault PS.8.CC.4
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.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	
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault PS.8.IC.1			Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault PS.8.IC.1
Describe ways to treat others with dignity and respect PS.8.SM.1	Describe ways to treat others with dignity and respect PS.8.SM.1	Describe ways to treat others with dignity and respect PS.8.SM.1	
Demonstrate ways they can respond when someone is being bullied or harassed PS.8.SM.2		Demonstrate ways they can respond when someone is being bullied or harassed PS.8.SM.2	
Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1		Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1
Identity			
NSES (6-8)	Grade 6	Grade 7	Grade 8
Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation 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 Development			
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
Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.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	Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.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)	Grade 6	Grade 7	Grade 8
Define sexual intercourse and its relationship to human reproduction	Define sexual intercourse and its relationship to human reproduction	Define sexual intercourse and its relationship to human reproduction	Define sexual intercourse and its relationship to human reproduction

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

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

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

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

Dates(s)*	Action	Purpose
October and November	CAC Survey at each campus	<ul style="list-style-type: none">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	<p>Links to the Human Sexuality and Responsibility Survey will be emailed to the following to emails on file:</p> <ul style="list-style-type: none">The primary contact of each AISD studentCampus professional and administrative staffEach SHAC member <p>Each high school student currently enrolled in a health class will also complete the survey</p>
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)	<p>Guests will:</p> <ul style="list-style-type: none">Receive information about legal and local human sexuality education curriculum standards and policiesEngage in a Table Talk conversation to elicit additional feedbackProvide 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

Working Draft (Updated 02/06/19)

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 be 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