### GRADE 3

<table>
<thead>
<tr>
<th>LESSON SUMMARY</th>
<th>NATIONAL SEXUALITY EDUCATION STANDARDS</th>
<th>LESSON OBJECTIVES</th>
</tr>
</thead>
</table>
| **Healthy Relationships**                           | ● HR.5.CC.1: Describe the characteristics of healthy relationships  
● HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships  
● HR.5.SM.1: Demonstrate ways to treat others with dignity and respect | ● Characteristics of healthy relationships,  
● Identify trusted adults to talk to about relationships;  
● Demonstrate how to treat others with dignity and respect.                                                                                                                                                   |
| Students learn how to successfully navigate changing relationships among family members and classmates. |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                 |
| **Personal Safety**                                 | ● PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong  
● PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied  
● 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) | ● 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.                                                                                                                                                                                   |
| Students learn about the need for a growing awareness, creation, and maintenance of personal safety. |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                 |
| **Identity**                                         | ● ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation  
● ID.5.SM.1: Demonstrate ways to treat others with dignity and respect | ● Identify trusted adults to talk to about sexual orientation  
● Demonstrate and promote dignity and respect for all people.                                                                                                                                                   |
| Students learn several fundamental aspects of people’s understanding of who they are. |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                 |
| **Anatomy and Physiology**                          | ● AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy | ● Identify male and female external reproductive anatomy                                                                                                                                                         |
| Students learn that males and females have different reproductive anatomy. |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                 |
| **Puberty and Adolescent Development**              | ● PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy  
● PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image  
● PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues | ● Explain the variations of timing of puberty;  
● Describe how media and society influences body image;  
● Identify trusted adults to whom students can ask questions.                                                                                                                                                  |
## Austin Independent School District
### Elementary Lesson Overviews (Grades 3-5)
#### Human Sexuality Curriculum

**School Year 2019-20**

**GRADE 4**

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| **Healthy 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 | ● Compare how friends and peers can influence relationships;  
● Identify trusted adults to talk to about relationships. |
| Students learn how to successfully navigate changing relationships among family members and classmates. | | |
| **Personal Safety** | ● 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.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 | ● 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. |
| Students learn about the need for a growing awareness, creation, and maintenance of personal safety. | | |
| **Identity** | ● ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation  
● ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people | ● 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. |
| Students learn several fundamental aspects of people’s understanding of who they are. | | |
| **Anatomy and Physiology** | ● AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions | ● Describe male and female reproductive body parts and their functions. |
| Students learn the foundation for basic human functioning | | |
| **Puberty and Adolescent Development** | ● PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence  
● PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image  
● PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene  
● PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues  
● PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty | ● 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. |
| Students learn about the milestones that influence development for every person. | | |
### Healthy Relationships

Students learn how to successfully navigate changing relationships among family members and classmates.

- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- HR.5.I.C.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships

### Personal Safety

Students learn about the need for a growing awareness, creation, and maintenance of personal safety.

- PS.5.CC.2: Define sexual harassment and sexual abuse
- 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.2: Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)
- PS.5.ADV.1: Persuade others to take action when someone else is being teased, harassed or bullied

### Identity

Students learn several fundamental aspects of people’s understanding of who they are.

- 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.AI.1: Identify trusted adults whom students can ask questions about sexual orientation

### Anatomy and Physiology

Students learn about the human reproductive systems and the process of pregnancy and reproduction.

- AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions
- AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy

### Puberty and Adolescent Development

Students learn the physical, social, and emotional development and potential for reproduction of humans.

- 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.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

### Lesson Objectives

- Identify trusted adults to talk to about relationships.
- Communicate difference of opinion within relationships.
- 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.
- Define sexual orientation and romantic attraction.
- Identify trusted adults to talk to about sexual orientation.
- Describe, medically, the male and female parts and function in pregnancy and reproduction.
- 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.
### GRADE 5 CONTINUED

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<tbody>
<tr>
<td>Pregnancy and Reproduction</td>
<td>● PR.5.CC.1: Describe the process of human reproduction</td>
<td>● Describe the way humans reproduce.</td>
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<tr>
<td>Students learn about how pregnancy happens.</td>
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<tr>
<td>Sexually Transmitted Diseases and HIV</td>
<td>● SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission</td>
<td>● Identify age-appropriate information about how STDs and STIs are transmitted, symptoms, and prevention.</td>
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<tr>
<td>Students learn the content and skills necessary to understand sexually transmitted diseases and HIV.</td>
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