

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



**School Year 2019-20**

**GRADE 6**

<b>LESSON SUMMARY</b>	<b>NATIONAL SEXUALITY EDUCATION STANDARDS</b>	<b>LESSON OBJECTIVES</b>
<p><b>Healthy Relationships</b></p> <p>Students learn how to successfully navigate changing relationships among family members and classmates.</p>	<ul style="list-style-type: none"> <li>• HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships</li> <li>• HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media</li> <li>• HR.8.IC.1 Demonstrate communication skills that foster healthy relationships</li> <li>• HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Compare characteristics of relationships;</li> <li>• Describe advantages and disadvantages of communicating through technology;</li> <li>• Demonstrate communication skills for healthy relationships;</li> <li>• Describe strategies to use social media safely, legally, and respectfully.</li> </ul>
<p><b>Personal Safety</b></p> <p>Students learn about the need for personal safety.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• PS.8.SM.1 Describe ways to treat others with dignity and respect</li> <li>• PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Explain personal rights as to touches;</li> <li>• Communicate with trusted adults to report abuse or assault;</li> <li>• Describe ways to treat people with dignity and respect;</li> <li>• Advocate for safe environments and dignity and respect.</li> </ul>
<p><b>Identity</b></p> <p>Students learn fundamental aspects of people's understanding of who they are.</p>	<ul style="list-style-type: none"> <li>• ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation</li> <li>• ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations</li> <li>• ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between and explain expressions of gender;</li> <li>• Communicate respectfully about gender identities and sexual orientations;</li> <li>• Develop a plan to promote dignity and respect.</li> </ul>
<p><b>Anatomy and Physiology</b></p> <p>Students learn about body parts and body functions.</p>	<ul style="list-style-type: none"> <li>• AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe male and female reproductive systems.</li> </ul>
<p><b>Puberty and Adolescent Development</b></p> <p>Students learn about changes of adolescence.</p>	<ul style="list-style-type: none"> <li>• PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence</li> <li>• PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image</li> <li>• PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality</li> <li>• PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the physical, social, cognitive, emotional changes of adolescence;</li> <li>• Analyze the influences of self-concept and body image;</li> <li>• identify medically accurate sources of information about adolescent development;</li> <li>• Develop a decision-making model and evaluate outcomes.</li> </ul>

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**School Year 2019-20**

**GRADE 6 CONTINUED**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Pregnancy and Reproduction</b></p> <p>Students learn about human reproduction, abstinence, pregnancy, and decision making.</p>	<ul style="list-style-type: none"> <li>• PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction</li> <li>• PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention</li> <li>• PR.8.IC.1 Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors</li> <li>• PR.8.DM.1 Apply a decision-making model to various sexual health decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;</li> <li>• Communicate how to maintain abstinence and apply a decision-making model.</li> </ul>
<p><b>Sexually Transmitted Diseases and HIV</b></p> <p>Students learn about sexually transmitted diseases and HIV</p>	<ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted</li> <li>• SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each</li> <li>• SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV</li> <li>• SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV</li> </ul>	<ul style="list-style-type: none"> <li>• Define STDs and HIV;</li> <li>• Compare how abstinence lowers the risk of STDs and HIV;</li> <li>• Describe the symptoms and impact of STDs and HIV;</li> <li>• Develop a plan to reduce the risk of STDs and HIV.</li> </ul>

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**School Year 2019-20**

**GRADE 7**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Healthy Relationships</b></p> <p>Students learn about how to successfully navigate changing relationships among family members, classmates, and partners.</p>	<ul style="list-style-type: none"> <li>• HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships</li> <li>• HR.8.CC.4 Describe a range of ways people express affection within various types of relationships</li> <li>• HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media</li> <li>• HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships</li> <li>• HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships</li> <li>• HR.8.IC.1 Demonstrate communication skills that foster healthy relationships</li> <li>• HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze friendships vs. romantic relationships;</li> <li>• Describe ways to express affection;</li> <li>• Describe the increasing use, effects, and impact of technology on relationships;</li> <li>• Analyze influences such as friends, family, media, technology on relationships;</li> <li>• Demonstrate communication skills and personal boundaries for healthy relationships.</li> </ul>
<p><b>Personal Safety</b></p> <p>Students learn about the need for personal safety.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• PS.8.SM.1 Describe ways to treat others with dignity and respect</li> <li>• PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed</li> </ul>	<ul style="list-style-type: none"> <li>• Explain personal rights as to touches;</li> <li>• Identify parents or trusted adults to report abuse or assault;</li> <li>• Describe ways to treat people with dignity and respect;</li> <li>• Demonstrate how to react to bullying.</li> </ul>
<p><b>Identity</b></p> <p>Students learn fundamental aspects of people's understanding of who they are.</p>	<ul style="list-style-type: none"> <li>• ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation</li> <li>• ID.8.CC.2 Explain the range of gender roles</li> <li>• ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations</li> <li>• ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between and explain terms of gender and gender roles;</li> <li>• Communicate respectfully with and about people of all gender identities and sexual orientations;</li> <li>• Develop a plan to promote dignity and respect.</li> </ul>
<p><b>Anatomy and Physiology</b></p> <p>Students learn about body parts and body functions.</p>	<ul style="list-style-type: none"> <li>• AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions</li> <li>• AP.8.AI.1 Identify accurate and credible sources of information about sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Describe male and female reproductive systems</li> <li>• Identify sources of information about sexual health.</li> </ul>

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**GRADE 7 CONTINUED**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Puberty and Adolescent Development</b></p> <p>Students learn about changes of adolescence.</p>	<ul style="list-style-type: none"> <li>• PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence</li> <li>• PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image</li> <li>• PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality</li> <li>• PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the medically accurate physical, social, cognitive, emotional changes;</li> <li>• Analyze the influences of self-concept and body image;</li> <li>• Identify sources of information about sexuality;</li> <li>• Develop a decision-making model and evaluate outcomes.</li> </ul>
<p><b>Pregnancy and Reproduction</b></p> <p>Students learn about human reproduction, abstinence, pregnancy, and decision making.</p>	<ul style="list-style-type: none"> <li>• PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction</li> <li>• PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention</li> <li>• PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms</li> <li>• PR.8.CC.5 Describe the signs and symptoms of a pregnancy</li> <li>• PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy</li> <li>• PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors</li> <li>• PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care</li> <li>• PR.8.IC.1 Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors</li> <li>• PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms</li> <li>• PR.8.DM.1 Apply a decision-making model to various sexual health decisions</li> <li>• PR.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;</li> <li>• Explain health benefits, risks, % effectiveness, of contraception;</li> <li>• Describe symptoms of pregnancy and healthy pregnancy practices;</li> <li>• Examine influences and how risk behaviors affect sexual behaviors;</li> <li>• Identify resources about prevention and health care;</li> <li>• Communicate effectively to maintain abstinence and use of contraception including condoms;</li> <li>• Apply a decision-making model.</li> </ul>
<p><b>Sexually Transmitted Diseases and HIV</b></p> <p>Students learn about sexually transmitted diseases and HIV.</p>	<ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted</li> <li>• SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors</li> <li>• SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV</li> <li>• SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV</li> <li>• SH.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define STDs, HIV, transmission, prevention, risk behaviors;</li> <li>• Analyze the impact of risk behaviors;</li> <li>• Communicate and develop a plan to reduce the risk of STDs and HIV.</li> </ul>

**Austin Independent School District  
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**GRADE 8**



**School Year 2019-20**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Healthy Relationships</b></p> <p>Students learn about how to successfully navigate relationships.</p>	<ul style="list-style-type: none"> <li>• HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships</li> <li>• HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships</li> <li>• HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships</li> <li>• HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships</li> <li>• HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others</li> <li>• HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships</li> <li>• HR.8.GS.1 Develop a plan to stay safe when using social media</li> <li>• HR.8.SM.1 Explain the criteria for evaluating the health of a relationship</li> <li>• HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Compare characteristics of healthy and unhealthy relationships including the impacts of power in relationships;</li> <li>• Describe the increasing use, effects, and impact of technology on relationships;</li> <li>• Demonstrate communication skills about personal boundaries;</li> <li>• Describe strategies and develop a plan in the use of technology and social media;</li> <li>• Design criteria to evaluate a relationship.</li> </ul>
<p><b>Personal Safety</b></p> <p>Students learn about the need for personal safety.</p>	<ul style="list-style-type: none"> <li>• PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual</li> <li>• 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 harassment, sexual abuse, sexual assault, incest, rape and dating violence</li> <li>• 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</li> <li>• PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault</li> <li>• PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault</li> <li>• PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the situations and impact of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence;</li> <li>• Explain personal rights as to unwanted touches;</li> <li>• Explain why people are not at fault for being victims;</li> <li>• Identify parents or trusted adults to report abuse or assault;</li> <li>• Communicate with trusted adults about bullying, harassment, abuse;</li> <li>• Advocate for safe environments and dignity and respect.</li> </ul>
<p><b>Identity</b></p> <p>Students learn fundamental aspects of people's understanding of who they are.</p>	<ul style="list-style-type: none"> <li>• ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity</li> <li>• ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation</li> <li>• ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze external influences and accurate information of gender;</li> <li>• Access information about people of all gender identities and sexual orientations;</li> <li>• Develop a plan to promote dignity and respect.</li> </ul>

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**GRADE 8 CONTINUED**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Anatomy and Physiology</b> Students learn about body parts and body functions.</p>	<ul style="list-style-type: none"> <li>• AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions</li> <li>• AP.8.AI.1 Identify accurate and credible sources of information about sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Describe male and female reproductive systems;</li> <li>• Identify sexual health resources.</li> </ul>
<p><b>Puberty and Adolescent Development</b> Students learn about body image.</p>	<ul style="list-style-type: none"> <li>• PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the influences of self-concept and body image.</li> </ul>
<p><b>Pregnancy and Reproduction</b> Students learn about human reproduction, abstinence, pregnancy, and decision making.</p>	<ul style="list-style-type: none"> <li>• PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction</li> <li>• PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention</li> <li>• PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms</li> <li>• PR.8.CC.4 Define emergency contraception and its use</li> <li>• PR.8.CC.5 Describe the signs and symptoms of a pregnancy</li> <li>• PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy</li> <li>• PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors</li> <li>• PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care</li> <li>• PR.8.AI.2 Identify medically accurate information about emergency contraception</li> <li>• PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care</li> <li>• PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors</li> <li>• PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms</li> <li>• PR.8.DM.1 Apply a decision-making model to various sexual health decisions</li> <li>• PR.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;</li> <li>• Explain health benefits, risks, percent effectiveness of contraception, emergency contraception;</li> <li>• Describe symptoms of pregnancy and healthy pregnancy practices;</li> <li>• Explain influences about sexual behaviors;</li> <li>• Identify resources about prevention and reproductive health care and emergency contraception;</li> <li>• Identify pregnancy options, safe surrender policies, and prenatal care;</li> <li>• Demonstrate communication skills to maintain abstinence;</li> <li>• Apply a decision-making model;</li> <li>• Describe using a condom.</li> </ul>

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**School Year 2019-20**

**GRADE 8 CONTINUED**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Sexually Transmitted Diseases and HIV</b></p> <p>Students learn about the impact of sexually transmitted diseases and HIV.</p>	<ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted</li> <li>• SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each</li> <li>• SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV</li> <li>• SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors</li> <li>• SH.8.AI.1 Identify medically accurate information about STDs, including HIV</li> <li>• SH.8.AI.2 Identify local STD and HIV testing and treatment resources</li> <li>• SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV</li> <li>• SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV</li> <li>• SH.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define STDs, including HIV, and transmission;</li> <li>• Develop a plan to eliminate or reduce risk for STDs and HIV;</li> <li>• Analyze abstinence vs risk behaviors of STD/HIV transmission;</li> <li>• Describe the signs, symptoms and potential impacts of STDs and HIV;</li> <li>• Identify medically accurate information about STDs and HIV;</li> <li>• Identify community resources for STD and HIV testing and treatment;</li> <li>• Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs and HIV;</li> <li>• Describe using a condom correctly.</li> </ul>