

**Request for Proposals (RFP)**  
**19RFP106**  
**Human Sexuality & Responsibility Curriculum**

Date	Event
February 26, 2019	Advertise/Issue Date
March 6, 2019	Pre-Bid Conference
March 7, 2019	Due Date for Questions by 2:00 pm
March 8, 2019	Questions and Answers Posted on AISD Website
<b>March 27, 2019</b>	<b>RFP Closing / Due Date at 2:00 pm CST</b>
April 16 & 17, 2019	Finalist Interviews / Oral Presentations
May / June 2019	Presentation to AISD Board of Trustees for Approval

Deliver Sealed Proposals to:	Bid Contact:
Austin ISD Contract & Procurement Services 1111 West 6 <sup>th</sup> Street Building A, Suite 330 Austin, TX 78703	Jessica R. Balandrán Procurement Specialist Phone: 512-414-2126 Fax: 512-480-0924 <a href="mailto:jessica.balandran@austinisd.org">jessica.balandran@austinisd.org</a>

- This solicitation is a Request for Proposals for services under Texas Education Code 44.031.
- Questions must be submitted via e-mail to the bid contact listed above. The subject line should read: **Questions: 19RFP106 Human Sexuality & Responsibility Curriculum.**
- Questions & Answers and Addenda to this bid will be posted to the district's website at: [Bid Opportunities & RFPs.](#)
- Proposals must be delivered in a sealed envelope or carton and received on or before the bid closing/ due date, and must be clearly marked with the RFP Number and Title listed above.
- FAX, e-mail or other electronic proposals will not be accepted.

## I. INTRODUCTION

The Austin Independent School District (herein after referred to as “AISD” or the “District”) is currently revising its curriculum for Human Sexuality & Responsibility in grades three through eight, and is seeking proposals from qualified firms experienced in providing a comprehensive, integrated, full-featured curriculum package. If approved, the awarded curriculum is expected to be implemented in May of school year 2019-2020.

The District’s Human Sexuality & Responsibility curriculum was last updated in 2010 for elementary level students and 2012 for middle school level students. Curricular revisions are based on the district’s local research and data compiled by AISD’s Department of Research and Evaluation. The research and data around Human Sexuality and Responsibility indicates that AISD students who identify as LGBT experience the same increased rates of harassment and unwelcoming climates as their peers across the nation.

In order to address these issues and support the safety and well-being of all AISD students, a District Review Team was formed to select new curriculum standards and to develop a Scope and Sequence for elementary and middle schools. The National Sexuality Education Standards (NSES) were selected for use by the District, based on national and local data, local and state policy, research and recommendations and endorsements from physicians, law enforcement and the American Academy of Pediatrics, as well as the community survey results. Proposal responses that will be given the highest consideration will be those that are evidence-based or evidence informed that best align to the NSES standards, the specified Scope and Sequence, and district policy EHAA Legal.

## II. HISTORICALLY UNDERUTILIZED BUSINESS (HUB) PROGRAM

**REQUIREMENTS** The Austin ISD HUB Program promotes and strongly encourages the involvement and participation of Historically Underutilized Businesses (HUB) in district-wide procurement. When AISD considers entering into a contract estimated at \$50,000 or more, the HUB Program will determine whether subcontracting opportunities are applicable before publishing the solicitation.

All contractors are required to follow the [HUB Compliance Guidelines](#) included in this solicitation and complete either the HUB Utilization Report – [HUR \(HUBATT 1\)](#) or HUB Compliance Plan - HCP (HUBATT 1C) for compliance review. All HUB inquiries should be directed to the HUB Program Department.

No Goals are appropriate for this project. While no goals have been established for this project, the bidder/contractor is required to comply with AISD HUB Program Regulations if areas of sub-consulting are identified. **Please complete the HUB Utilization Report - [HUR form \(HUBATT 1\)](#).** When the HUR Form and Good Faith Effort - GFE documentation, if required, are NOT submitted at time of deadline specified in the solicitation, it will not be accepted later for compliance review. The bid may be deemed NON-RESPONSIVE.

### III. TERM

Any agreement resulting from this solicitation is considered valid upon full execution of the agreement by both parties. Said agreement will be in effect for an initial term of two (2) years, with the option to renew for three (3) additional 2-year periods. In addition, the District reserves the right to extend the agreement beyond the final expiration date if necessary, to ensure no lapse in service occurs while abiding by competitive solicitation guidelines.

### IV. SCOPE OF SERVICE AND PERFORMANCE REQUIREMENTS

The District requires that the curriculum be based on the most current and scientifically accurate information regarding child and adolescent health issues, contraception, and accurate information on failure rates, and risk reduction of sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV), as required by AISD Board policy EHAA Legal.

The proposed curriculum must be evidence-based or evidence informed, and must have valid research to support this claim. Proposals that reference, but do not have adequate supporting documentation may be deemed incomplete and ineligible for further evaluation.

Proposals will be scored against the following rubric, addressing the Scope and Sequence, Lessons, Technology Requirements, Training & Support and Cost. Proposals must include completed forms herein referenced as Attachment 1, Attachment 2 and Attachment 3, respectively. Lesson overviews prepared by the District Review Team are attached for reference only, see Appendix 2.

<b>Alignment of Scope and Sequence (40) points</b>			
<p><b>Evidence-based practice</b> or program that is supported by rigorous research demonstrating its effectiveness.</p> <p style="text-align: center;"><b>or</b></p> <p><b>Evidence-informed practice</b> or program that is supported by best practices demonstrating its effectiveness.</p>	<p><b>0</b> No evidence that program is evidence-based or evidence informed</p>		<p><b>20</b> Program is evidence-based or evidence informed according to the federal definition and guidelines</p>
<p>Demonstrated alignment of the curriculum to the <b>AISD Human Sexuality and Responsibility Scope and Sequence</b> per grades 3, 4, 5, 6, 7, and 8 using <b>Attachment 2, Column 3</b></p>	<p><b>0-1</b> Little to no demonstrated alignment</p>	<p><b>2-6</b> Some demonstrated alignment</p>	<p><b>7-10</b> Majority In alignment with AISD HSR Scope and Sequence</p>
<p>Demonstrated alignment of curriculum to the <b>National Sexuality Education Standards (NSES)</b> per grades level spans for 3-5 and 6-8 grades using <b>Attachment 1</b>.</p>	<p><b>0-1</b> Little to no demonstrated alignment</p>	<p><b>2-3</b> Some demonstrated alignment</p>	<p><b>4-5</b> Majority In alignment with NSES</p>
<p>Demonstrated alignment of the curriculum to <b>AISD Policy EHAA Legal</b> (Appendix 2). Vendors must reference lessons that meet the contents of HS&amp;R instruction using <b>Attachment 3</b>.</p>	<p><b>0-1</b> Little to no demonstrated alignment</p>	<p><b>2-3</b> Some demonstrated alignment</p>	<p><b>4-5</b> Majority In alignment with policy EHAA Legal</p>

<b>Lessons (25) points</b>			
The vendor shall provide grade level lesson titles and lesson objectives per grades 3, 4, 5, 6, 7, and 8 using <b>Attachment 2, Column 4</b> .	<b>0-1</b> Little or no grade-level lesson titles objectives	<b>2-4</b> Some grade-level lesson titles objectives	<b>5</b> Grade-level lesson titles and objectives provided for all grades
The vendor shall provide flexibility in moving lessons within grade level spans.	<b>0-1</b> Little to no flexibility	<b>2-4</b> Some flexibility within some grade levels	<b>5</b> Flexibility within all grade levels
The vendor shall provide family and student home extension activities.	<b>0-1</b> Little to no family/home extension activities	<b>2-4</b> Some family/home extension activities	<b>5</b> Family/home extensions activities, per lesson
The vendor shall provide Special Education accommodations.	<b>0-1</b> Little to no special education accommodations	<b>2-4</b> Some special education accommodations	<b>5</b> Special education accommodations provided, per each lesson
The vendor shall provide lessons translated into multiple languages. If not translated, grant permission to translate and provide editable electronic files, as needed.	<b>0</b> Not available in languages other than English	<b>3</b> Available in (1) or more languages, with permission to translate	<b>5</b> Available in three (3) or more languages, with permission to translate
<b>Technology (10) points</b>			
Curriculum is available in digital format, with authorization and ability to be deployed on AISD network.	<b>0</b> No digital format available		<b>5</b> Digital format available
Copyright permission granted with permission to modify any/all lessons, and to duplicate lessons, assignments, other program components.	<b>0</b> No permission granted	<b>1-4</b> Permission granted for <u>some</u> of the program's components	<b>5</b> Permission granted for <u>all</u> of the program's components
<b>Training and Teacher Support (5) points</b>			
The vendor shall provide online access to teacher training and support resources.	<b>0-1</b> Little to no training and support resources provided	<b>2-4</b> Adequate online training and support resources provided	<b>5</b> Exceptional online training and support resources provided
<b>Financial Cost (20) points</b>			
The vendor shall provide the all-inclusive cost to provide the proposed products/services for eighty (80) elementary schools, grades 3, 4, and 5, and twenty (20) middle schools, grades 6, 7, and 8.			

## V. PROPOSAL FORMAT

- A. **Preface** - Respondents shall provide an Executive Summary of two (2) pages or less, giving a brief, concise summation of the proposal.
- B. **Proposal** - Respondents shall submit a proposal organized in the following format and informational sequence:

### ***Section I – Summary of Experience***

This section shall contain the respondent's full name and address and a summary of the corporate and individual experience for any/all staff that will provide, or contribute to providing, the proposed products and services.

### ***Section II – Scope of Service***

This section shall contain a description of respondent's products, services and capabilities in relation to section IV. Scope of Service and Performance Requirements. Clearly state any exceptions taken to the specifications of this RFP, or any conditions of the proposal.

### ***Section III – Financial Proposal***

This section shall contain a straightforward, concise delineation of the required fees to satisfy the requirements of this RFP, including, but not limited to: training, administrative support and setup/implementation, online resources, one-time installation, integration, data transfer, etc. Any recurring costs for maintenance or updates/grades should be clearly stated and listed separately from the primary cost of providing the initial products or services required herein.

### ***Section IV – References***

A list of at least five (5) references shall be provided, with three (3) references provided by current customers. References are to be from public entities or firms substantially serviced by the vendor; those most similar to size and scope of AISD are preferred. Each reference must contain the full name, address, telephone number, and specific point of contact (including email address). A separate list of vendor affiliations/endorsements may be included with proposal response, and will be considered, as appropriate.

### C. Required Forms

In addition to any aforementioned forms, respondents shall execute each of the following 'required' forms. All forms are available on our website and via this [Required Forms link](#). **Original, executed forms** shall be submitted with written proposal response only. Forms can be excluded from copies of proposals requested on flash drive(s).

- a. Bid Certification
- b. Notification of Criminal History of Contractor
- c. Debarment, Suspension and Ineligibility Certification
- d. CTPA Adoption Clause
- e. Interlocal Cooperative Agreement Clause
- f. Software Vendor Certification (only if proposing online curriculum)
- g. W-9 (available at [www.irs.gov](http://www.irs.gov))
- h. EDGAR Vendor Certification
- i. Strategic Partner Profile
- j. Conflict of Interest Questionnaire (CIQ). The CIQ is prepared by the Texas Ethics Commission, in compliance with House Bill 914, Chapter 176 of the Texas Local Government Code. The form should be submitted online on the [CIQ web page](#).
- k. HUB Utilization Report ([HURATT1](#)).

### VI. COMPETITIVE SELECTION, EVALUATION, NEGOTIATIONS, AWARDS

- A.** This is a NEGOTIATED procurement and as such, award, or awards, will not necessarily be made to the firm submitting the lowest priced proposal. Awards will be made to firm or firms submitting the best responsive proposal, satisfying AISD's requirements. In making the determination of which proposals are deemed acceptable for award, the District shall consider the following criteria during the evaluation process:

Points	Criteria	Detailed Description
65 Points	Proposed Plan	The adequacy and completeness of the plan offered addressing the Scope of Service and Performance Requirements.
15 Points	Contractor's Capabilities	The demonstrated ability of the Contractor to provide the products and services, including valid references.
20 Points	Financial Proposal	All-inclusive cost to provide proposed products and services.

**VI. COMPETITIVE SELECTION, EVALUATION, NEGOTIATIONS, AWARDS (con't)**

- B.** AISD will evaluate each Vendor's proposal in accordance to the TEC 44.031.
- C.** Austin ISD reserves the right to add, remove, modify or establish additional evaluation points for each criterion. If the District determines that additional evaluation steps are required to determine the best value, the District reserves the right to consider any or all of the following additional criteria; Proposer's experience, references and record for responsibility, or any other relevant factor deemed necessary to determine best value.
- D.** Austin ISD reserves the right to make an award without discussion with any Respondent, after proposal responses are received. Responses should therefore be submitted on the most favorable terms. If deemed necessary and in the best interest of the District, proposers may be invited to submit a Best and Final Offer (BAFO).
- E.** If deemed necessary and in the best interest of the district, AISD reserves the right to award to multiple firms, based on the highest-rated and dually demonstrated ability to fulfill the Scope of Service and Performance Requirements of the RFP.
- F.** Once written proposals are evaluated and scored, one or more firms may be selected to give oral presentations to the evaluation committee and respective stakeholders. This presentation should further clarify, emphasize/elaborate on firm's written proposal, and should include a live demonstration of proposed products and services. Upon completion of oral presentations, respondents may be asked to revise any or all portions of their proposals.
- G.** In making an award, a district shall consider:
  - 1. Purchase price.
  - 2. The reputation of the vendor and of the vendor's goods or services.
  - 3. The quality of the vendor's goods or services.
  - 4. The extent to which the goods or services meet the district's needs.
  - 5. The vendor's past relationship with the district.
  - 6. The impact on the ability of the district to comply with laws relating to Historically Underutilized Businesses (HUB).
  - 7. The total long-term cost to the district to acquire the goods or services.
  - 8. Any other relevant factor specifically listed in the request for bids or proposals.

**VII. PROPOSAL SUBMITTAL**

- 1. PREPARE PROPOSAL PACKET** to include one **(1)** original proposal containing all required forms listed in section V. C., twelve **(12)** hard copies and **(1)** flash drive containing the complete proposal, minus the required forms.
- 2. BIND ALL SETS** individually and in a manner that ensures the completeness and integrity of each proposal packet. Binder clips, rubber bands, comb binding etc. are acceptable; **DO NOT STAPLE**.
- 3. LABEL ALL SUBMITTALS** so that each is clearly marked with “Original” or “Copy”, and includes a cover page with the bid number/title, and respondent’s name and contact information.
- 4. INSERT ALL DOCUMENTS** into a sealed, plainly marked envelope and address to:  
  
**Austin ISD Contract and Procurement Services**  
**1111 West 6th Street, Building A, Suite 330**  
**Austin, Texas 78703**  
**Re: 19RFP106 Human Sexuality & Responsibility Curriculum**  
**Attn: Jessica R. Balandrán**
- 5. SUBMIT PROPOSAL BY 2:00 PM ON MARCH 27, 2019**. Proposals may be submitted by postal carrier or hand-delivery. All proposals will be date/time stamped upon receipt to ensure the fairness and integrity of the bid process - - **no late entries will be accepted**.



# Attachment 1

## 19RFP106 Human Sexuality & Responsibility Curriculum

### National Sexuality Education Standards Scope and Sequence

Respondent Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Instructions: Demonstrate, in narrative form, alignment of respondent's proposed curriculum to the National Sexuality Education Standards.**

**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.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.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			

<b>Personal Safety</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
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.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.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.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			

<b>Identity</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
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.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			
<b>Anatomy and Physiology</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
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			

<b>Puberty and Adolescent Development</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
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 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.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.SM.1: Explain ways to manage the physical and emotional changes associated with puberty			

<b>Pregnancy and Reproduction</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
NSES PR.5.CC.1: Describe the process of human reproduction			
<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
NSES SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission			

<b>Grades 6, 7, 8</b>			
<b>Healthy Relationships</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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			
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 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			

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

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 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			
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			
Describe strategies to use social media safely, legally and respectfully HR.8.SM.2			

<b>Personal Safety</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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			
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			



<p>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</p>			
<p>Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault PS.8.IC.1</p>			
<p>Describe ways to treat others with dignity and respect PS.8.SM.1</p>			
<p>Demonstrate ways they can respond when someone is being bullied or harassed PS.8.SM.2</p>			
<p>Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1</p>			

<b>Identity</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1			
Explain the range of gender roles 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			
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			
Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1			

<b>Anatomy and Physiology</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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			

<b>Puberty and Adolescent Development</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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			
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			

<b>Pregnancy and Reproduction</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Define sexual intercourse and its relationship to human reproduction PR.8.CC.1			
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			
Define emergency contraception and its use PR.8.CC.4			
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			
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 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			
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			
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 <i>(virtual or pictorial demonstration only; use of 'real' condom should be omitted from proposal)</i>			

<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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			
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			
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			
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			
Describe the steps to using a condom correctly SH.8.SM.1			

## Attachment 2

### 19RFP106 Human Sexuality & Responsibility Curriculum

### National Sexuality Education Standards and Lesson Overviews

Respondent Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

#### Instructions:

- Demonstrate alignment of the proposed curriculum to the AISD Human Sexuality & Responsibility Scope and Sequence in column 3.
- Provide grade-level lesson title(s) and lesson objectives in column 4.

### Grade 3

#### Healthy Relationships

NSES (3-5)	AISD's HSR Scope and Sequence at Grade 3	Column 3 Vendor's NSES met at Grade 3	Column 4 Grade 3 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.5.CC.1: Describe the characteristics of healthy relationships	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		



<b>Personal Safety</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – Personal Safety Lesson Title and Lesson Objectives</b>
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong	<b>X</b>		
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	<b>X</b>		
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.	<b>X</b>		
PS.5.IC.2 Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)	<b>X</b>		
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			

<b>Identity</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – Identity Lesson Title and Lesson Objectives</b>
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 parents or other trusted adults of whom students can ask questions about sexual orientation	<b>X</b>		
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect	<b>X</b>		
ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people			
<b>Anatomy and Physiology</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – Anatomy and Physiology Lesson Title and Lesson Objectives</b>
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	<b>X</b>		

<b>Puberty and Adolescent Development</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – Puberty and Adolescent Development Lesson Title and Lesson Objectives</b>
PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence			
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty			
<b>Pregnancy and Reproduction</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – Pregnancy and Reproduction Lesson Title and Lesson Objectives</b>
PR.5.CC.1: Describe the process of human reproduction			

<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 3</b>	<b>Column 3 Vendor's NSES met at Grade 3</b>	<b>Column 4 Grade 3 – STDs and HIV Lesson Title and Lesson Objectives</b>
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission			

## Grade 4

### Healthy Relationships

NSES (3-5)	AISD's HSR Scope and Sequence at Grade 4	Column 3 Vendor's NSES met at Grade 4	Column 4 Grade 4 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.5.CC.1: Describe the characteristics of healthy relationships			
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships	<b>X</b>		
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	<b>X</b>		
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			

<b>Personal Safety</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 4</b>	<b>Column 3 Vendor's NSES met at Grade 4</b>	<b>Column 4 Grade 4 – Personal Safety Lesson Title and Lesson Objectives</b>
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.INF.1 Explain why people tease, harass or bully others	<b>X</b>		
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	<b>X</b>		
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)	<b>X</b>		
PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	<b>X</b>		
PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied			

<b>Identity</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 4</b>	<b>Column 3 Vendor's NSES met at Grade 4</b>	<b>Column 4 Grade 4 – Identity Lesson Title and Lesson Objectives</b>
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 parents or other trusted adults of whom students can ask questions about sexual orientation	<b>X</b>		
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	<b>X</b>		
<b>Anatomy and Physiology</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 4</b>	<b>Column 3 Vendor's NSES met at Grade 4</b>	<b>Column 4 Grade 4 – Anatomy and Physiology Lesson Title and Lesson Objectives</b>
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	<b>X</b>		
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy			

<b>Puberty and Adolescent Development</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 4</b>	<b>Column 3 Vendor's NSES met at Grade 4</b>	<b>Column 4 Grade 4 – Puberty and Adolescent Development Lesson Title and Lesson Objectives</b>
PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence	<b>X</b>		
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy			
PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce			
PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image	<b>X</b>		
PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene	<b>X</b>		
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	<b>X</b>		
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	<b>X</b>		



## Pregnancy and Reproduction

NSES (3-5)	AISD's HSR Scope and Sequence at Grade 4	Column 3  Vendor's NSES met at Grade 4	Column 4  Grade 4 – Pregnancy and Reproduction  Lesson Title and Lesson Objectives
PR.5.CC.1: Describe the process of human reproduction			

## Sexually Transmitted Diseases and HIV

NSES (3-5)	AISD's HSR Scope and Sequence at Grade 4	Column 3  Vendor's NSES met at Grade 4	Column 4  Grade 4 – STDs and HIV  Lesson Title and Lesson Objectives
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission			

## Grade 5

### Healthy Relationships

NSES (3-5)	AISD's HSR Scope and Sequence at Grade 5	Column 3 Vendor's NSES met at Grade 5	Column 4 Grade 5 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.5.CC.1: Describe the characteristics of 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	<b>X</b>		
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships	<b>X</b>		
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect			

<b>Personal Safety</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 5</b>	<b>Column 3 Vendor's NSES met at Grade 5</b>	<b>Column 4 Grade 5 – Personal Safety Lesson Title and Lesson Objectives</b>
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	<b>X</b>		
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	<b>X</b>		
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	<b>X</b>		
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)	<b>X</b>		
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	<b>X</b>		

<b>Identity</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 5</b>	<b>Column 3 Vendor's NSES met at Grade 5</b>	<b>Column 4 Grade 5 – Identity Lesson Title and Lesson Objectives</b>
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	<b>X</b>		
ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	<b>X</b>		
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			
<b>Anatomy and Physiology</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 5</b>	<b>Column 3 Vendor's NSES met at Grade 5</b>	<b>Column 4 Grade 5 – Anatomy and Physiology Lesson Title and Lesson Objectives</b>
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	<b>X</b>		
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	<b>X</b>		

Puberty and Adolescent Development			
NSES (3-5)	AISD's HSR Scope and Sequence at Grade 5	Column 3 Vendor's NSES met at Grade 5	Column 4 Grade 5 – Puberty and Adolescent Development Lesson Title and Lesson Objectives
PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence			
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy			
PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce	<b>X</b>		
PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image	<b>X</b>		
PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene	<b>X</b>		
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	<b>X</b>		
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	<b>X</b>		

<b>Pregnancy and Reproduction</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 5</b>	<b>Column 3 Vendor's NSES met at Grade 5</b>	<b>Column 4 Grade 5 – Pregnancy and Reproduction Lesson Title and Lesson Objectives</b>
PR.5.CC.1: Describe the process of human reproduction	<b>X</b>		
<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (3-5)</b>	<b>AISD's HSR Scope and Sequence at Grade 5</b>	<b>Column 3 Vendor's NSES met at Grade 5</b>	<b>Column 4 Grade 5 – STDs and HIV Lesson Title and Lesson Objectives</b>
SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	<b>X</b>		

## Grade 6

### Healthy Relationships

NSES (6-8)	AISD's HSR Scope and Sequence at Grade 6	Column 3 Vendor's NSES met at Grade 6	Column 4 Grade 6 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	<b>X</b>		
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	<b>X</b>		

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	<b>X</b>		
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	<b>X</b>		



<b>Personal Safety</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – Personal Safety Lesson Title(s) and Lesson Objectives</b>
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.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong			
PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		

<b>Identity</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – Identity Lesson Title(s) and Lesson Objectives</b>
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	<b>X</b>		
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	<b>X</b>		
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	<b>X</b>		

<b>Anatomy and Physiology</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives</b>
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	<b>X</b>		
AP.8.AI.1 Identify accurate and credible sources of information about sexual health			
<b>Puberty and Adolescent Development</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives</b>
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	<b>X</b>		
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	<b>X</b>		
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	<b>X</b>		
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	<b>X</b>		

<b>Pregnancy and Reproduction</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – Pregnancy and Reproduction Lesson Title(s) and Lesson Objectives</b>
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	<b>X</b>		
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		
PR.8.SM.1 Describe the steps to using a condom correctly			

<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 6</b>	<b>Column 3 Vendor's NSES met at Grade 6</b>	<b>Column 4 Grade 6 – STDs and HIV Lesson Title(s) and Lesson Objectives</b>
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	<b>X</b>		
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	<b>X</b>		
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	<b>X</b>		
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.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	<b>X</b>		
SH.8.SM.1 Describe the steps to using a condom correctly			

## Grade 7

### Healthy Relationships

NSES (6-8)	AISD's HSR Scope and Sequence at Grade 7	Column 3 Vendor's NSES met at Grade 7	Column 4 Grade 7 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy 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	<b>X</b>		
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	<b>X</b>		
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	<b>X</b>		

HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	<b>X</b>		
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	<b>X</b>		
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	<b>X</b>		
HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	<b>X</b>		
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			



<b>Personal Safety</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – Personal Safety Lesson Title(s) and Lesson Objectives</b>
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.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong			
PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed	<b>X</b>		
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone			

<b>Identity</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – Identity Lesson Title(s) and Lesson Objectives</b>
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	<b>X</b>		
ID.8.CC.2 Explain the range of gender roles	<b>X</b>		
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	<b>X</b>		
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	<b>X</b>		
<b>Anatomy and Physiology</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives</b>
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	<b>X</b>		
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	<b>X</b>		

<b>Puberty and Adolescent Development</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives</b>
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	<b>X</b>		
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	<b>X</b>		
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	<b>X</b>		
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	<b>X</b>		
<b>Pregnancy and Reproduction</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – Pregnancy and Reproduction Lesson Title(s) and Lesson Objectives</b>
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	<b>X</b>		
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	<b>X</b>		
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms	<b>X</b>		

PR.8.CC.4 Define emergency contraception and its use			
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	<b>X</b>		
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	<b>X</b>		
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	<b>X</b>		
PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care	<b>X</b>		
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	<b>X</b>		
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	<b>X</b>		
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	<b>X</b>		
PR.8.SM.1 Describe the steps to using a condom correctly	<b>X</b>		

<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 7</b>	<b>Column 3 Vendor's NSES met at Grade 7</b>	<b>Column 4 Grade 7 – STDs and HIV Lesson Title(s) and Lesson Objectives</b>
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	<b>X</b>		
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.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	<b>X</b>		
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	<b>X</b>		
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	<b>X</b>		
SH.8.SM.1 Describe the steps to using a condom correctly	<b>X</b>		

## Grade 8

### Healthy Relationships

NSES (6-8)	AISD's HSR Scope and Sequence at Grade 8	Column 3 Vendor's NSES met at Grade 8	Column 4 Grade 8 – Healthy Relationships Lesson Title(s) and Lesson Objectives
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	<b>X</b>		
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships	<b>X</b>		
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships	<b>X</b>		
HR.8.GS.1 Develop a plan to stay safe when using social media	<b>X</b>		
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship	<b>X</b>		
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	<b>X</b>		
<b>Personal Safety</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 8</b>	<b>Column 3 Vendor's NSES met at Grade 8</b>	<b>Column 4 Grade 8 – Personal Safety Lesson Title(s) and Lesson Objectives</b>
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		

PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault	<b>X</b>		
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	<b>X</b>		
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	<b>X</b>		



<b>Identity</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 8</b>	<b>Column 3 Vendor's NSES met at Grade 8</b>	<b>Column 4 Grade 8 – Identity Lesson Title(s) and Lesson Objectives</b>
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation			
ID.8.CC.2 Explain the range of gender roles			
ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	<b>X</b>		
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	<b>X</b>		
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	<b>X</b>		

<b>Anatomy and Physiology</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 8</b>	<b>Column 3 Vendor's NSES met at Grade 8</b>	<b>Column 4 Grade 8 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives</b>
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	<b>X</b>		
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	<b>X</b>		
<b>Puberty and Adolescent Development</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 8</b>	<b>Column 3 Vendor's NSES met at Grade 8</b>	<b>Column 4 Grade 8 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives</b>
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	<b>X</b>		
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)	AISD's HSR Scope and Sequence at Grade 8	Column 3 Vendor's NSES met at Grade 8	Column 4 Grade 8 – Pregnancy and Reproduction Lesson Title(s) and Lesson Objectives
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	<b>X</b>		
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	<b>X</b>		
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms	<b>X</b>		
PR.8.CC.4 Define emergency contraception and its use	<b>X</b>		
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	<b>X</b>		
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	<b>X</b>		
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	<b>X</b>		

PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care	<b>X</b>		
PR.8.AI.2 Identify medically accurate information about emergency contraception	<b>X</b>		
PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care	<b>X</b>		
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	<b>X</b>		
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	<b>X</b>		
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	<b>X</b>		
PR.8.SM.1 Describe the steps to using a condom correctly	<b>X</b>		

<b>Sexually Transmitted Diseases and HIV</b>			
<b>NSES (6-8)</b>	<b>AISD's HSR Scope and Sequence at Grade 8</b>	<b>Column 3 Vendor's NSES met at Grade 8</b>	<b>Column 4 Grade 8 – STDs and HIV Lesson Title(s) and Lesson Objectives</b>
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	<b>X</b>		
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	<b>X</b>		
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	<b>X</b>		
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	<b>X</b>		
SH.8.AI.1 Identify medically accurate information about STDs, including HIV	<b>X</b>		
SH.8.AI.2 Identify local STD and HIV testing and treatment resources	<b>X</b>		
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV	<b>X</b>		
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	<b>X</b>		
SH.8.SM.1 Describe the steps to using a condom correctly	<b>X</b>		

**Attachment 3**  
**19RFP106 Human Sexuality & Responsibility Curriculum**  
**Governing Standards EHAA (LEGAL)**

**Respondent Name:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Publisher:** 19 TAC 74.31  
 Education Code 28.004(a)(e)(f)(g)(h)(j)(i)

**Instructions:** The vendor must reference lessons, per grade level, that meet the contents of the district's Human Sexuality Instruction, as per EHAA (LEGAL).

<b>Content of Human Sexuality Instruction</b>	1. Present abstinence as the preferred choice of behavior	2. Devote more attention to abstinence than other behaviors	3. Emphasize abstinence is 100 percent effective in preventing pregnancy, STDs, IHV or AIDS, and the emotional trauma of sexual activity	4. Direct adolescents to a standard of behavior in which abstinence is the most effective to prevent pregnancy, STD, HIV or AIDS	5. Teach contraception and condom use in terms of human use reality rates instead of lab rates
<b>Grade 3</b>					
<b>Grade 4</b>					
<b>Grade 5</b>					
<b>Grade 6</b>					
<b>Grade 7</b>					
<b>Grade 8</b>					



**Contacting Board  
Members**

Vendors shall not contact Board members individually for the purpose of soliciting a purchase or contract during the restricted contract period.

If a vendor violates this prohibition during this time frame, consideration of the vendor for award shall be invalidated. Board members shall be notified of possible violations and actions taken.

**Restricted Contact  
Period**

The restricted contact period shall begin upon the date of issuance of a solicitation and shall end upon execution of the awarded contract by all parties.

In an effort to demonstrate its commitment to ethical procurement and contracting standards, and to improve accountability and public confidence, all District purchases of goods and services through competitive methods as provided in CH(LEGAL) and CV(LEGAL) shall be subject to a restricted contact period. Except as provided in this policy communication between a vendor and vendor's representative, and a Board member, the Superintendent, assistant superintendent, chief, officer, executive director, principal, department head, director, manager, project manager, or any other District representative who has influence on or is participating in the evaluation or selection process is prohibited.

*Prohibited  
Communications*

A vendor and vendor's representative are prohibited from communications regarding the particular solicitation at issue that are intended or reasonably likely to:

1. Provide substantive information regarding the subject of the solicitation;
2. Advance the interests of the vendor;
3. Discredit the response of any other vendor;
4. Encourage the District to reject a response by a bidder;
5. Convey a complaint about the solicitation; or
6. Directly or indirectly ask, influence, or persuade a Board member, the Superintendent, assistant superintendent, chief, officer, executive director, principal, department head, director, manager, project manager, or any other District representative who has influence on or is participating in the evaluation or selection process, to take action or refrain from taking action on any vote, decision, or agenda item regarding the solicitation at issue.

*Permissible  
Communications*

A vendor and vendor's representative are permitted to communicate with the District regarding the following:



PURCHASING AND ACQUISITION  
VENDOR RELATIONS

CHE  
(LOCAL)

1. Communication to the extent the communication relates solely to a nonsubstantive, procedural matter related to a response or solicitation;
2. Communication that relates solely to an existing contract between a respondent and the District, even when the scope, products, or services of the current contract are the same or similar to those contained in an active solicitation;
3. Communication with the District's Office of Contract and Procurement Services;
4. Communication with the District's Historically Underutilized Business (HUB) Program Department to the extent the communication relates to obtaining a listing of HUB subcontractors and general questions regarding HUB program compliance requirements;
5. Communication between an attorney representing a vendor and an attorney representing the District;
6. Communication with the District in the course of attendance at vendor conference;
7. Communication with the District for the purpose of the District's evaluation of the bidder's proposal, negotiating the scope of work, or engaging in contract negotiations;
8. Communication with the District for the purpose of making a public presentation to the Board; and
9. Communication made during the course of a formal protest hearing related to the solicitation.

*Other Vendor  
Participation and  
Communication*

Regardless of the above time period, a vendor and a vendor's representative who participate in the drafting or development of technical specifications or evaluation criteria for any project are prohibited from competing in the solicitation for such project.

A vendor and vendor's representative shall send all communications, questions, and requests for clarification in writing and addressed to the District's authorized representative identified in the solicitation. The District shall post responses to vendor questions as an addendum to the solicitation.

Nothing in this policy shall prohibit the District's representative from initiating contact with a vendor, in writing, for the purpose of obtaining clarifying information regarding a solicitation response. The vendor's response shall be in writing and shall be provided to the District's authorized representative.

PURCHASING AND ACQUISITION  
VENDOR RELATIONS

CHE  
(LOCAL)

- Complaints* Any person who is aggrieved in connection with a HUB program policy decision may file a complaint in accordance with GF(LOCAL).
- Violations* The following are violations subject to sanctions:
1. Falsely conceal or cover up a material fact or make any false, fictitious, or fraudulent statements, reports, or representations, or make use of any false writing, document, or electronic report knowing the same to contain any false, fictitious, or fraudulent statement.
  2. Fraudulently obtain, retain or attempt to obtain, or aid another in fraudulently obtaining, retaining, or attempting to obtain certification status as a HUB.
  3. Make false reports regarding payments made to subcontractors or sub-consultants.
- Sanctions* Any person who violates the provisions of this section shall be subject to the following sanctions and to the maximum penalties provided by law:
1. The District may bar, suspend, or deem nonresponsive in future District solicitations and contracts, for a period of up to five years, any bidder or proposer, or contractor or subcontractor following notice and an opportunity for a hearing in accordance with the protest procedures in this policy.
  2. The District may, by contract, and where appropriate and lawful, impose an administrative penalty.
  3. In addition to other sanctions available to the District, the violation of any provision of these program rules may be included as an incident of breach in each contract.
- Request for Proposal and Bid Invitation* Each request for proposal and bid invitation shall include a copy of this policy.

# Austin Independent School District

## NSES/Survey Results/Lesson Overviews

### Human Sexuality Curriculum

#### 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	Students learn how to successfully navigate changing relationships among family members and classmates. Lesson objectives: <ul style="list-style-type: none"> <li>• Characteristics of healthy relationships,</li> <li>• Identify trusted adults to talk to about relationships;</li> <li>• Demonstrate how to treat others with dignity and respect.</li> </ul> NSES HR.5.CC.1 NSES HR.5.AI.1 NSES HR.5.SM.1
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	Students learn about the need for a growing awareness, creation, and maintenance of personal safety. Lesson objectives: <ul style="list-style-type: none"> <li>• Define teasing, harassment, bullying;</li> <li>• Explain why teasing, harassment, and bullying are wrong;</li> <li>• Identify trusted adults to talk to about teasing or bullying;</li> <li>• Demonstrate communication skills;</li> <li>• Demonstrate refusal skills.</li> </ul> PS.5.CC.1 PS.5.AI.1 PS.5.IC.1 PS.5.IC.2
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

#### 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		Students learn how to successfully navigate changing relationships among family members and classmates. Lesson objectives: <ul style="list-style-type: none"> <li>• Compare how friends and peers can influence relationships;</li> <li>• Identify trusted adults to talk to about relationships.</li> </ul>
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		
		HR.5.INF.1 HR.5.AI.1

#### Personal Safety

NSES (3-5)	Grade 4	Grade 4 – Lesson 2 Personal Safety
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong		Students learn about the need for a growing awareness and maintenance of personal safety. Lesson objectives: <ul style="list-style-type: none"> <li>• Explain why people tease, harass, bully;</li> <li>• Identify trusted adults to talk to about teasing, bullying, and sexual abuse;</li> <li>• Demonstrate refusal skills and “no” statement;</li> <li>• Discuss response skills to teasing, harassment, bullying.</li> </ul>
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		PS.5.INF.1 PS.5.AI.1 PS.5.AI.2 PS.5.IC.2 PS.5.SM.1

#### 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"> <li>Identify parents or other trusted adults to talk to about sexual orientation;</li> <li>Demonstrate how to work together and promote dignity and respect for all people.</li> </ul> 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"> <li>Describe male and female reproductive body parts and their functions.</li> </ul> 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"> <li>Explain and manage physical, social, and emotional changes during puberty;</li> <li>Describe factors that affect body image;</li> <li>Identify accurate information about puberty and hygiene;</li> <li>Identify trusted adults to talk to about puberty and hygiene.</li> </ul> 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

#### Grade 5

#### Healthy Relationships

NSES (3-5)	Grade 5	Grade 5 - Lesson 1 Healthy Relationships
HR.5.CC.1: Describe the characteristics of healthy relationships		Students learn how to successfully navigate changing relationships among family members and classmates. Lesson objectives: <ul style="list-style-type: none"> <li>● Identify trusted adults to talk to about relationships.</li> <li>● Communicate difference of opinion within relationships.</li> </ul> NSES HR.5.AI.1 NSES HR.5.IC.1
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		Students learn about the need for a growing awareness, creation, and maintenance of personal safety. Lesson objectives: <ul style="list-style-type: none"> <li>● Define teasing, sexual harassment, bullying;</li> <li>● Identify trusted adults to talk to about teasing, bullying, and sexual abuse;</li> <li>● Demonstrate refusal skills and no statements;</li> <li>● Persuade others to take action when someone is being teased, harassed, or bullied.</li> </ul> PS.5.CC.2 PS.5.AI.1 PS.5.AI.2 PS.5.IC.2 PS.5.ADV.1
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"> <li>● Define sexual orientation and romantic attraction;</li> <li>● Identify trusted adults to talk to about sexual orientation.</li> </ul>
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.CC.1 ID.5.AI.1

## 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"> <li>● Describe, medically, the male and female parts and function in pregnancy and reproduction.</li> </ul>
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	
		AP.5.CC.1 AP.5.AI.1

## 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"> <li>● Describe the potential to reproduce in humans;</li> <li>● Describe factors that affect body image,</li> <li>● Identify accurate information about puberty and hygiene;</li> <li>● Identify trusted adults to talk to about puberty and hygiene;</li> <li>● Explain how to manage physical and emotional changes during puberty.</li> </ul>
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	
		PD.5.CC.3 PD.5.INF.1 PD.5.AI.1 PD.5.AI.2 PD.5.SM.1

## 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	Students learn about how pregnancy happens. Lesson objectives: <ul style="list-style-type: none"><li>● Describe the way humans reproduce.</li></ul> PR.5.CC.1

## 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	Students learn the content and skills necessary to understand STDs and HIV. Lesson objectives: <ul style="list-style-type: none"><li>● Identify age-appropriate information about how STDs and STIs are Transmitted, Symptoms, and Prevention.</li></ul> SH.5.CC.1



# Austin Independent School District

## NSES/Survey Results/Lesson Overviews

### Human Sexuality Curriculum

#### 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"> <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>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"> <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>
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	

## Identity

<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 6 – Lesson 3 Identity</b>
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"> <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>
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

<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 6 – Lesson 4 and 5 Anatomy and Physiology</b>
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:
AP.8.AI.1 Identify accurate and credible sources of information about sexual health		<ul style="list-style-type: none"> <li>Describe male and female reproductive systems</li> </ul>
		AP.8.CC.1

## 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"> <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>
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	
		PD.8.CC.1 PD.8.INF.1 PD.8.AI.1 PD.8.DM.1

## 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"> <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>
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		
<b>Sexually Transmitted Diseases and HIV</b>		
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 6 Lesson 10 STDs and HIV</b>
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	<p>Students learn about STDs and HIV. Lesson objectives:</p> <ul style="list-style-type: none"> <li>● Define STDs and HIV;</li> <li>● Compare how abstinence lowers the risk of STD 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> <p>SH.8.CC.1 SH.8.CC.2 SH.8.CC.3 SH.8.GS.1</p>
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.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		

# Austin Independent School District

## NSES/Survey Results/Lesson Overviews

### Human Sexuality Curriculum

#### 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"> <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>	
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.CC.3
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.CC.4
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships			HR.8.CC.5
HR.8.GS.1 Develop a plan to stay safe when using social media			HR.8.INF.1
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship			HR.8.INF.2
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully			HR.8.IC.1
		HR.8.IC.2	

#### 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"> <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>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

<b>NSES (6-8)</b>	<b>Grade 7</b>	<b>Grade 7 – Lesson 4 Identity</b>
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"> <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>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

<b>NSES (6-8)</b>	<b>Grade 7</b>	<b>Grade 7 – Lesson 5 and 6 Human Anatomy and Physiology</b>
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"> <li>Describe male and female reproductive systems</li> <li>Identify sources of information about sexual health</li> </ul> <p>AP.8.CC.1 AP.8.AI.1</p>
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## Puberty and Adolescent Development

NSES (6-8)	Grade 7	Grade 7 – Lesson 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	<p>Students learn about the changes of adolescence.</p> <p>Lesson objectives:</p> <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>PD.8.CC.1 PD.8.INF.1 PD.8.AI.1 PD.8.SM.1</p>
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
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	<p>Students learn about human reproduction, abstinence, pregnancy, and decision making.</p> <p>Lesson objectives:</p> <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>PR.8.CC.1</p>
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.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.CC.5 PR.8.CC.6 PR.8.INF.1 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	<p>Students learn about sexually transmitted diseases and HIV.</p> <p>Lesson objectives:</p> <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>
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.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.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. INF.1 SH.8.IC.1 SH.8.GS.1 SH.8.SM.1



# Austin Independent School District

## NSES/Survey Results/Lesson Overviews

### Human Sexuality Curriculum

#### 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"> <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>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"> <li>● Describe the situations and impact of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape,</li> </ul>
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	<p>and dating violence;</p> <ul style="list-style-type: none"> <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>
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.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.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	

## Identity

NSES (6-8)	Grade 8	Grade 8 – Lesson 3 Identity
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"> <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>
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.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.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	<p>Students learn about body parts and body functions.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> <li>● Describe male and female reproductive systems;</li> <li>● Identify sexual health resources.</li> </ul>
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.CC.1

		AP.8.AI.1
<b>Puberty and Adolescent Development</b>		
<b>NSES (6-8)</b>		<b>Grade 8 – Lesson 5 Adolescent Development</b>
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence		Students learn about body image. Lesson objectives:
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	<ul style="list-style-type: none"> <li>Analyze the influences of self-concept and body image.</li> </ul>
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality		PD.8.INF.1
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make		
<b>Pregnancy and Reproduction</b>		
<b>NSES (6-8)</b>	<b>Grade 8</b>	<b>Grade 8 – Lesson 6, 7, 8</b>
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:
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	<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>
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.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.3 PR.8.IC.1 PR.8.IC.2
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

<b>NSES (6-8)</b>	<b>Grade 8</b>	<b>Grade 8 – Lesson 9 and 10 STDs and HIV</b>
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	<p>Students learn about the impact of STDs and HIV.</p> <p>Lesson objectives:</p> <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>
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	

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"> <li>Identify trusted adults to talk to about sexual orientation</li> <li>Demonstrate and promote dignity and respect for all people.</li> </ul>
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

<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 3 – Lesson 4 Anatomy and Physiology</b>
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"> <li>Identify male and female external reproductive anatomy</li> </ul>
		AP.5.AI.1

## Puberty and Adolescent Development

<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 3 – Lesson 5 Hygiene</b>
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"> <li>Explain the variations of timing of puberty;</li> <li>Describe how media and society influences body image;</li> <li>identify trusted adults to whom students can ask questions.</li> </ul>
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.CC.2 PD.5.INF.1 PD.5.AI.2
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		

## Pregnancy and Reproduction

<b>NSES (3-5)</b>	<b>Grade 3</b>	<b>Grade 3</b>
PR.5.CC.1: Describe the process of human reproduction		NA

## Sexually Transmitted Diseases and HIV

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

**Appendix 3**  
**BASIC INSTRUCTIONAL PROGRAM**  
**REQUIRED INSTRUCTION (ALL LEVELS)**  
**EHAA (LEGAL)**

**Purpose**

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. A district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

**Required Curriculum**

Foundation  
Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

*Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)*

Enrichment  
Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on the importance of proper nutrition and exercise;
3. Physical education;
4. Fine Arts;

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA  
(LEGAL)

5. Career and technical education;
6. Technology applications;
7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
8. Personal financial literacy.

*Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)*

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

**Local Instructional Plan**

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and State Board rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

*Education Code 28.002(g)*

**Common Core State Standards**

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

**Coordinated Health Programs**

TEA shall make available to a district one or more coordinated health programs or allow the development of district programs designed to prevent obesity, cardiovascular disease, oral disease, and type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating:



1. Health education, including oral health education;
2. Physical education and physical activity;
3. Nutrition services; and
4. Parental involvement.

*Education Code 38.013; 19 TAC 102.1031(a)*

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. *Education Code 38.014*

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

### **Physical Education**

Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and
3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

### **Student/Teacher Ratio**

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and

2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

*Education Code 25.114, 28.002(d); 19 TAC 74.37*

Classification for  
Physical Education

A district shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.
2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:
  - a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
  - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

*19 TAC 74.31*

**School Health  
Advisory Council**

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in health education;
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, type 2 diabetes, and mental health concerns through coordination of:

- a. Health education,
  - b. Physical education and physical activity,
  - c. Nutrition services,
  - d. Parental involvement,
  - e. Instruction to prevent the use of e-cigarettes, as defined by Health and Safety Code 161.081, and tobacco,
  - f. School health services,
  - g. Counseling and guidance services,
  - h. A safe and healthy school environment, and
  - i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
  4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
    - a. School health services,
    - b. Counseling and guidance services,
    - c. A safe and healthy school environment, and
    - d. School employee wellness; and
  5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization.

*Education Code 28.004(c), (n)*

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students.

*Education Code 28.004(l)*

**Content of Human  
Sexuality Instruction**

The board shall determine the specific content of a district's instruction in human sexuality. *Education Code 28.004(h)*

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

*Education Code 28.004(e)*

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX]

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;
2. A statement of the parent's right to:

- a. Review curriculum materials as provided by Education Code 28.004(j); and
  - b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
3. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

*Education Code 28.004(i)–(i-1)*

Availability of  
Materials

A district shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFA regarding selection of curriculum materials for human sexuality instruction]

**Steroid Notice and  
Education**

A district shall, at appropriate grade levels as determined by the State Board of Education, provide to students involved in extracurricular athletic activities information developed by TEA regarding the use of anabolic steroids and the health risks involved with such use. *Education Code 38.0081(b)*

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted a notice regarding steroids, using the text set forth at Education Code 38.008 [see FNCF(LEGAL)]. *Education Code 38.008*