

Attachment 2

19RFP106 Human Sexuality & Responsibility Curriculum National Sexuality Education Standards and Lesson Overviews

Respondent Name: Advocates for Youth

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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	X	<input type="checkbox"/>	<p>Indicators HR.5.CC.1 and HR.5.AL.1 are addressed by Rights, Respect, Responsibility in Grade 4, Lesson 2: Figuring Out Friendships</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <p>1. Describe at least 3 healthy and 3 unhealthy characteristics of relationships. [Knowledge] 2. Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. [Knowledge] 3. Identify at least two trusted adults they would talk to about a relationship. [Knowledge]</p> <p>Rights Respect Responsibility addresses indicator HR.5.SM.1 in Grade 3, Lesson 1: Respect for All</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <p>1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge] 2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]</p>
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships		<input type="checkbox"/>	
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	X	<input type="checkbox"/>	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships		<input type="checkbox"/>	
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect	X	<input checked="" type="checkbox"/>	

Personal Safety			
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 – Personal Safety Lesson Title and Lesson Objectives
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong	X	<input checked="" type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicators PS.5.CC.1, PS.5.AI.1, and PS.5.IC.1 in Grade 3, Lesson 2: Teasing, Harassment, and Bullying</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge] 2.Explain why people tease, harass or bully others. [Knowledge] 3.Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge] 4.Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill] 5.Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge] <p>Indicator PS.5.AI.1 is also addressed by Rights, Respect, Responsibility in Grade 3, Lesson 3: Feeling SAFE!</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Define what a boundary is. [Knowledge] 2.Explain the four steps of the SAFE model. [Knowledge] 3.Apply the SAFE model correctly to scenarios on a worksheet. [Skill] 4.Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. [Knowledge] <p>Indicator PS.5.IC.2 is addressed by Rights Respect Responsibility in Grade 5, Lesson 2: Puberty and Reproduction</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge] 2.Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge] 3.Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]
PS.5.CC.2 Define sexual harassment and sexual abuse		<input type="checkbox"/>	
PS.5.INF.1 Explain why people tease, harass or bully others		<input type="checkbox"/>	
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	X	<input checked="" type="checkbox"/>	
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused		<input type="checkbox"/>	
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.	X	<input checked="" type="checkbox"/>	
PS.5.IC.2 Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)	X	<input type="checkbox"/>	
PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied		<input type="checkbox"/>	
PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied		<input type="checkbox"/>	

Identity			
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 – Identity Lesson Title and Lesson Objectives
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender		<input type="checkbox"/>	<p>Indicator ID.5.AI.1 is addressed by Rights, Respect, Responsibility in Grade 5, Lesson 4: What is Love Anyway?</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the difference between liking and loving [Knowledge] 2. Define sexual orientation and its most common categories. [Knowledge] 3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge] <p>Indicator ID.5.SM.1 is addressed by Rights, Respect, Responsibility in Grade 3, Lesson 1: Respect for All</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge] 2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]
ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	X	<input type="checkbox"/>	
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect	X	<input checked="" type="checkbox"/>	
ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people		<input type="checkbox"/>	
Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title and Lesson Objectives
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions		<input type="checkbox"/>	<p>Indicator AP.5.AI.1 is addressed by Rights, Respect, Responsibility in Grade 4, Lesson 1: Making Sense of Puberty</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least three changes that take place during puberty. [Knowledge] 2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill] 3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill] 4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	X	<input type="checkbox"/>	

Puberty and Adolescent Development			
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 – 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		<input type="checkbox"/>	<p>Indicators PD.5.CC.2, PD.5.INF.1, and PD.5.AI.2 are addressed by Rights, Respect, Responsibility in Grade 4, Lesson 1: Making Sense of Puberty</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least three changes that take place during puberty. [Knowledge] 2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill] 3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill] 4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	X	<input type="checkbox"/>	
PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce		<input type="checkbox"/>	
PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image	X	<input type="checkbox"/>	
PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene		<input type="checkbox"/>	
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	X	<input type="checkbox"/>	
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty		<input type="checkbox"/>	
Pregnancy and Reproduction			
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 – Pregnancy and Reproduction Lesson Title and Lesson Objectives
PR.5.CC.1: Describe the process of human reproduction		<input type="checkbox"/>	

Sexually Transmitted Diseases and HIV

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 – 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		<input type="checkbox"/>	

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		<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicators HR.5.INF.1 and HR.5.AI.1 in Grade 4, Lesson 2: Figuring out Friendships LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least 3 healthy and 3 unhealthy characteristics of relationships. [Knowledge] 2. Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. [Knowledge] 3. Identify at least two trusted adults they would talk to about a relationship. [Knowledge]
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships	X	<input checked="" type="checkbox"/>	
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	X	<input checked="" type="checkbox"/>	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships		<input type="checkbox"/>	
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect		<input type="checkbox"/>	

Personal Safety			
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 – Personal Safety Lesson Title and Lesson Objectives
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong		<input type="checkbox"/>	Indicators PS.5.INF.1 and PS.5.AI.1 are addressed by Rights, Respect, Responsibility in Grade 3, Lesson 2: Teasing, Harassment, and Bullying LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
PS.5.CC.2 Define sexual harassment and sexual abuse		<input type="checkbox"/>	1.Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge]
PS.5.INF.1 Explain why people tease, harass or bully others	X	<input type="checkbox"/>	2.Explain why people tease, harass or bully others. [Knowledge]
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	X	<input type="checkbox"/>	3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge]
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused		<input type="checkbox"/>	4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill]
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.		<input type="checkbox"/>	5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge]
PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	X	<input type="checkbox"/>	Indicator PS.5.AI.1 is also addressed by Rights, Respect, Responsibility in Grade 3, Lesson 3: Feeling SAFE! LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	X	<input checked="" type="checkbox"/>	1. Define what a boundary is. [Knowledge]
PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied		<input type="checkbox"/>	2. Explain the four steps of the SAFE model. [Knowledge]
			3. Apply the SAFE model correctly to scenarios on a worksheet. [Skill]
			4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. [Knowledge]
			Indicator PS.5.IC.2 is addressed by Rights, Respect, Responsibility in Grade 5, Lesson 5: Being Clear with Your Friends LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
			1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill]
			2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]
			Rights, Respect, Responsibility addresses PS.5.SM.1 in Grade 4, Lesson 4: Taking a Stand Against Bullying LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
			1. Differentiate between the terms <input type="checkbox"/> upstander <input type="checkbox"/> and <input type="checkbox"/> bystander. <input type="checkbox"/>
			[Knowledge, Skill]
			2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge]
			3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill]
			4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]

Identity			
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 – Identity Lesson Title and Lesson Objectives
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender		<input type="checkbox"/>	<p>Indicator ID.5.AI.1 is addressed by Rights, Respect, Responsibility in Grade 5, Lesson 4: What is Love Anyway? LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the difference between liking and love. [Knowledge] 2. Define sexual orientation and its most common categories. [Knowledge] 3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge] <p>Indicator ID.5.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 3, Lesson 1: Respect for All LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge] 2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]
ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	X	<input type="checkbox"/>	
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect		<input type="checkbox"/>	
ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people	X	<input type="checkbox"/>	
Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title and Lesson Objectives
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	X	<input type="checkbox"/>	<p>Indicator AP.5.CC.1 is addressed by Rights, Respect, Responsibility in Grade 5, Lesson 1: Sexual and Reproductive Anatomy LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge] 2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge] 3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge] 4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge] 5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy		<input type="checkbox"/>	

Puberty and Adolescent Development			
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 – 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	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators PD.5.CC.1, PD.5.INF.1, PD.5.AI.1, PD.5.AI.2, and PD.5.SM.1 in Grade 4, Lesson 1: Making Sense of Puberty LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least three changes that take place during puberty. [Knowledge] 2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill] 3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill] 4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy		<input type="checkbox"/>	
PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce		<input type="checkbox"/>	
PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image	X	<input checked="" type="checkbox"/>	
PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene	X	<input checked="" type="checkbox"/>	
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	X	<input checked="" type="checkbox"/>	
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	X	<input checked="" type="checkbox"/>	

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		<input type="checkbox"/>	

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		<input type="checkbox"/>	

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		<input type="checkbox"/>	Indicator HR.5.AI.1 is addressed by Rights, Respect, Responsibility in Grade 4, Lesson 2: Figuring Out Friendships LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least 3 healthy and 3 unhealthy characteristics of relationships. [Knowledge] 2. Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. [Knowledge]
HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships		<input type="checkbox"/>	Indicator HR.5.1C.1 is addressed by Rights, Respect, Responsibility in Grade 5, Lesson 5: Being Clear With Your Friends LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill] 2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]
HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships	X	<input type="checkbox"/>	
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships	X	<input type="checkbox"/>	
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect		<input type="checkbox"/>	

Personal Safety			
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 – Personal Safety Lesson Title and Lesson Objectives
PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong		<input type="checkbox"/>	Indicators PS.5.CC.2 and PS.5.AI.2 are addressed by Rights, Respect, Responsibility in Grade 4, Lesson 3: Your Body, Your Rights LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define the terms sexual abuse and sexual harassment. [Knowledge] 2. List at least 3 accurate facts about sexual abuse among young people their age. [Knowledge] 3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. [Knowledge]
PS.5.CC.2 Define sexual harassment and sexual abuse	X	<input type="checkbox"/>	Indicator PS.5.AL.1 is addressed by Rights, Respect, Responsibility in Grade 3, Lesson 2: Teasing, Harassment, and Bullying; and Grade 3, Lesson 3: Feeling SAFE! LEARNING OBJECTIVES (GRADE 3, LESSON 2): By the end of this lesson, students will be able to: 1. Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge] 2. Explain why people tease, harass or bully others. [Knowledge] 3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge] 4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill] 5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge] LEARNING OBJECTIVES (GRADE 3, LESSON 3): By the end of this lesson, students will be able to: 1. Define what a boundary is. [Knowledge] 2. Explain the four steps of the SAFE model. [Knowledge] 3. Apply the SAFE model correctly to scenarios on a worksheet. [Skill] 4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. [Knowledge]
PS.5.INF.1 Explain why people tease, harass or bully others		<input type="checkbox"/>	
PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	X	<input type="checkbox"/>	
PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	X	<input type="checkbox"/>	
PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.		<input type="checkbox"/>	
PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PS.5.IC.2 in Grade 5, Lesson 5: Being Clear With Your Friends LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill] 2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]
PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied		<input type="checkbox"/>	Indicator PS.5.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 4, Lesson 4: Taking a Stand Against Bullying LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Differentiate between the terms upstander and bystander. [Knowledge, Skill] 2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge] 3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill] 4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]
PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied	X	<input type="checkbox"/>	

Identity			
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 – Identity Lesson Title and Lesson Objectives
ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators ID.5.CC.1 and ID.5.AI.1 in Grade 5, Lesson 4: What Is Love Anyway? LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe the difference between liking and loving [Knowledge] 2. Define sexual orientation and its most common categories. [Knowledge] 3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]
ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation	X	<input checked="" type="checkbox"/>	
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect		<input type="checkbox"/>	
ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people		<input type="checkbox"/>	
Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title and Lesson Objectives
AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators AP.5.CC.1 and AP.5.AI.1 in Grade 5, Lesson 1: Sexual and Reproductive Anatomy LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge] 2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge] 3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge] 4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge] 5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]
AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy	X	<input checked="" type="checkbox"/>	

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		<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PD.5.CC.3 in Grade 5, Lesson 2: Puberty and Reproduction</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge] 2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge] 3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge] <p>Indicators PD.5.INF.1, PD.5.AI.1, PD.5.AI.2, PD.5.SM.1 are addressed in Rights, Respect, Responsibility Grade 4, Lesson 1: Making Sense of Puberty</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least three changes that take place during puberty. [Knowledge] 2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill] 3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill] 4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]
PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy		<input type="checkbox"/>	
PD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce	X	<input checked="" type="checkbox"/>	
PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image	X	<input type="checkbox"/>	
PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene	X	<input type="checkbox"/>	
PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	X	<input type="checkbox"/>	
PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty	X	<input type="checkbox"/>	

Pregnancy and Reproduction			
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 – Pregnancy and Reproduction Lesson Title and Lesson Objectives
PR.5.CC.1: Describe the process of human reproduction	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PR.5.CC.1 in Grade 5, Lesson 2: Puberty and Reproduction LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge] 2.Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge] 3.Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]
Sexually Transmitted Diseases and HIV			
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 – 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	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator SH.5.CC.1 in Grade 5, Lesson 3: Learning About HIV LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge] 2.Identify at least two ways in which HIV can be transmitted. [Knowledge] 3.Identify at least two ways in which HIV is not transmitted. [Knowledge] 4.Identify at least one way to prevent HIV transmission. [Knowledge] 5.Identify at least one treatment for HIV. [Knowledge]

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	X	<input type="checkbox"/>	Indicator HR.8.CC.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 3: Healthy or Unhealthy Relationships? LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships		<input type="checkbox"/>	2.Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge] 3.Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge] 4.Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships		<input type="checkbox"/>	Indicator HR.8.CC.5 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 6: Talking Without Speaking: The Role of Texting in Relationships LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships		<input type="checkbox"/>	1.Name at least one thing they do and don't like about communicating via text. [Knowledge] 2.Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge] 3.Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	X	<input type="checkbox"/>	

HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships		<input type="checkbox"/>	Indicator HR.8.IC.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 4: Choose Your Words Carefully LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge] 2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships		<input type="checkbox"/>	
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	X	<input type="checkbox"/>	Indicator HR.8.SM.2 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 11: Being Smart, Staying Safe Online LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe positive aspects of online talking and messaging. [Knowledge] 2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge] 3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]
HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others		<input type="checkbox"/>	
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships		<input type="checkbox"/>	
HR.8.GS.1 Develop a plan to stay safe when using social media		<input type="checkbox"/>	
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship		<input type="checkbox"/>	
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	X	<input type="checkbox"/>	

Personal Safety			
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 – Personal Safety Lesson Title(s) and Lesson Objectives
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence		<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PS.8.CC.3 in Grade 6, Lesson 3: Understanding Boundaries</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for others' boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge] <p>Indicator PS.8.AI.1 is addressed in Rights, Respect, Responsibility, Grade 8, Lesson 7: Warning Signs: Understanding Sexual Abuse and Assault</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Name at least two different types of sexual assault. [Knowledge] 2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge] 3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge] 4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill] <p>Indicators PS.8.SM.1 and PS.8.ADV.1 are both addressed in Rights, Respect, Responsibility Grade 7, Lesson 10: Being the Change You Want to See in the World</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]
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		<input type="checkbox"/>	
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	X	<input checked="" type="checkbox"/>	
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault		<input type="checkbox"/>	
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	X	<input type="checkbox"/>	
PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault		<input type="checkbox"/>	
PS.8.SM.1 Describe ways to treat others with dignity and respect	X	<input type="checkbox"/>	
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed		<input type="checkbox"/>	
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone	X	<input type="checkbox"/>	

Identity			
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 – Identity Lesson Title(s) and Lesson Objectives
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	X	<input type="checkbox"/>	<p>Indicators ID.8.CC.1 and ID.8.IC.1 are both addressed by Rights, Respect, Responsibility in Grade 7, Lesson 6: I Am Who I Am</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge] 2. Describe how each term is different from the others. [Knowledge] 3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge] 4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge] <p>Indicator ID.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 1: STED Basics: Reducing Your Risks</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
ID.8.CC.2 Explain the range of gender roles		<input type="checkbox"/>	
ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity		<input type="checkbox"/>	
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation		<input type="checkbox"/>	
ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	X	<input type="checkbox"/>	
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	X	<input type="checkbox"/>	

Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	X	<input type="checkbox"/>	Indicator AP.8.CC.1 is addressed by Rights, Respect, Responsibility Grade 7, Lesson 1: Everybody's Got Body Parts- Part 1; and Grade 7, Lesson 2: Everybody's Got Body Parts- Party 2 LEARNING OBJECTIVES (Grade 7, Lesson 1): By the end of this lesson, students will be able to: 1. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge]
AP.8.AI.1 Identify accurate and credible sources of information about sexual health		<input type="checkbox"/>	LEARNING OBJECTIVES(Grade 7, Lesson 2): By the end of this lesson, students will be able to: 1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]
Puberty and Adolescent Development			
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 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators PD.8.CC.1 and PD.8.AI.1 in Grade 6, Lesson 1: Change is Good! LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge] 2. Identify at least two websites that contain additional medically accurate information about puberty and adolescence for young people their age. [Knowledge]
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	X	<input type="checkbox"/>	Indicator PD.8.INF.1 is addressed by Rights Respect, Responsibility in Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	X	<input checked="" type="checkbox"/>	Indicator PD.8.DM.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 8: Making SMART Choices LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill] 2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill] ***Please note that indicator "PD.8.SM.1" does not exist. When referring to "Demonstrate the use of the decision-making model...." the indicator is "PD.8.DM.1"
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	X	<input type="checkbox"/>	

Pregnancy and Reproduction			
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 – Pregnancy and Reproduction Lesson Title(s) and Lesson Objectives
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	X	<input checked="" type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicators PR.8.CC.1 and PR.8.CC.2 in Grade 6, Lesson 6: Liking and Loving - Now and When I'm Older</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge] 2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge] 3. Define abstinence and its connection to pregnancy prevention. [Knowledge] <p>Rights, Respect Responsibility also addresses Indicator PR.8.CC.1 in Grade 7, Lesson 3: Reproduction Basics</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge] 2. Define sexual intercourse. [Knowledge]
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	X	<input checked="" type="checkbox"/>	
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms		<input type="checkbox"/>	
PR.8.CC.4 Define emergency contraception and its use		<input type="checkbox"/>	
PR.8.CC.5 Describe the signs and symptoms of a pregnancy		<input type="checkbox"/>	
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy		<input type="checkbox"/>	
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors		<input type="checkbox"/>	

PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care		<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PR.8.IC.1 in Grade 6, Lesson 4: Communicating About a Sensitive Topic</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define three types of communication: passive, assertive and aggressive. [Knowledge] 2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill] 3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill] <p>Indicator PR.8.DM.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 8: Making SMART Choices</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill] 2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]
PR.8.AI.2 Identify medically accurate information about emergency contraception		<input type="checkbox"/>	
PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care		<input type="checkbox"/>	
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	X	<input checked="" type="checkbox"/>	
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms		<input type="checkbox"/>	
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	X	<input type="checkbox"/>	
PR.8.SM.1 Describe the steps to using a condom correctly		<input type="checkbox"/>	

Sexually Transmitted Diseases and HIV			
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 – STDs and HIV Lesson Title(s) and Lesson Objectives
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	X	<input type="checkbox"/>	<p>Indicators SH.8.CC.1, SH.8.CC.2, and SH.8.CC.3 are addressed by Rights, Respect, Responsibility in Grade 7, Lesson 5: Protecting Your Health: Understanding and Preventing STDs</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define STDs and HIV. [Knowledge] 2. Name at least three common STDs and how they are transmitted. [Knowledge] 3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge] <p>Indicator SH.8.GS.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 10: STD Basics: Reducing Your Risks</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	X	<input type="checkbox"/>	
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	X	<input type="checkbox"/>	
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors		<input type="checkbox"/>	
SH.8.AI.1 Identify medically accurate information about STDs, including HIV		<input type="checkbox"/>	
SH.8.AI.2 Identify local STD and HIV testing and treatment resources		<input type="checkbox"/>	
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV		<input type="checkbox"/>	
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	X	<input type="checkbox"/>	
SH.8.SM.1 Describe the steps to using a condom correctly		<input type="checkbox"/>	

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		<input type="checkbox"/>	
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships		<input type="checkbox"/>	
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	X	<input type="checkbox"/>	<p>Indicator HR.8.CC.3 is addressed by Rights, Respect Responsibility in Grade 6, Lesson 5: More Than Friends: Understanding Romantic Relationships</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. [Knowledge] 2. Identify at least two similarities and two differences between friendships and romantic relationships. [Knowledge]
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	X	<input type="checkbox"/>	<p>Indicator HR.8.CC.4 is addressed by Rights, Respect Responsibility in Grade 6, Lesson 6: Liking and Loving – Now and When I'm Older</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge] 2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge] 3. Define "abstinence" and its connection to pregnancy prevention. [Knowledge]
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	X	<input type="checkbox"/>	<p>Indicator HR.8.CC.5 is addressed by Rights, Respect Responsibility in Grade 8, Lesson 6: Talking Without Speaking: The Role of Texting in Relationships</p> <p>LEARNING OBJECTIVES:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Name at least one thing they do and don't like about communicating via text. [Knowledge] 2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge] 3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]

HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	X	<input type="checkbox"/>	<p>Indicator HR.8.INF.1 is addressed by Rights, Respect Responsibility in Grade 8, Lesson 2:</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	X	<input type="checkbox"/>	<p>Indicator HR.8.INF.2 is addressed by Rights, Respect Responsibility in Grade 8, Lesson 6: Talking Without Speaking: The Role of Texting in Relationships</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Name at least one thing they do and don't like about communicating via text. [Knowledge] 2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge] 3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	X	<input type="checkbox"/>	<p>Indicator HR.8.IC.1 is addressed by Rights, Respect Responsibility in Grade 8, Lesson 4: Choose Your Words Carefully</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge] 2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]
HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	X	<input type="checkbox"/>	<p>Indicator HR.8.IC.2 is addressed by Rights, Respect Responsibility in Grade 6, Lesson 3: Understanding Boundaries</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for others' boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships		<input type="checkbox"/>	
HR.8.GS.1 Develop a plan to stay safe when using social media		<input type="checkbox"/>	
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship		<input type="checkbox"/>	
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully		<input type="checkbox"/>	

Personal Safety			
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 – Personal Safety Lesson Title(s) and Lesson Objectives
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence		<input type="checkbox"/>	Indicator PS.8.CC.3 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 3: Understanding Boundaries LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for others boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]
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		<input type="checkbox"/>	
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	X	<input type="checkbox"/>	Indicator PS.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 7: Warning Signs: Understanding Sexual Abuse and Assault LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two different types of sexual assault. [Knowledge] 2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge] 3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge] 4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault		<input type="checkbox"/>	
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	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PS.8.SM.1 in Grade 7, Lesson 10: Being the Change You Want to See in the World LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]
PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault		<input type="checkbox"/>	
PS.8.SM.1 Describe ways to treat others with dignity and respect	X	<input checked="" type="checkbox"/>	Indicator PS.8.SM.2 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 1: STD Basics: Reducing Your Risks LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed	X	<input type="checkbox"/>	
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone		<input type="checkbox"/>	

Identity			
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 – Identity Lesson Title(s) and Lesson Objectives
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators ID.8.CC.1 and ID.8.IC.1 in Grade 7, Lesson 6: I Am Who I Am LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge] 2. Describe how each term is different from the others. [Knowledge] 3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge] 4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]
ID.8.CC.2 Explain the range of gender roles	X	<input type="checkbox"/>	Indicator ID.8.CC.2 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 2: Gender Roles, Gender Expectations LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. [Knowledge] 2. Describe their own feelings about behaviors being ascribed to a particular gender. [Affect]
ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity		<input type="checkbox"/>	Indicator ID.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 1: STD Basics: Reducing Your Risks LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation		<input type="checkbox"/>	
ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	X	<input checked="" type="checkbox"/>	
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	X	<input type="checkbox"/>	
Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility address indicator AP.8.CC.1 in Grade 7, Lesson 1: Everybody's Got Body Parts- Part 1; and Grade 7, Lesson 2: Everybody's Got Body Parts- Party 2 LEARNING OBJECTIVES (Grade 7, Lesson 1): By the end of this lesson, students will be able to: 1. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge] LEARNING OBJECTIVES (Grade 7, Lesson 2): By the end of this lesson, students will be able to: 1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	X	<input type="checkbox"/>	Indicator AP.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 7: Being a Sex Ed Sleuth LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge]

Puberty and Adolescent Development			
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 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	X	<input type="checkbox"/>	Indicators PD.8.CC.1 and PD.8.AI.1 are both addressed in Rights, Respect, Responsibility Grade 6, Lesson 1: Change is Good! LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	X	<input type="checkbox"/>	Indicator PD.8.INF.1 is addressed in Rights, Respect, Responsibility Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality	X	<input type="checkbox"/>	3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	X	<input type="checkbox"/>	Indicator PD.8.DM.1 is addressed in Rights, Respect, Responsibility Grade 7, Lesson 8: Making SMART Choices LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill] 2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill] ***Please note that indicator "PD.8.SM.1" does not exist. When referring to "Demonstrate the use of the decision-making model..." the indicator is "PD.8.DM.1"
Pregnancy and Reproduction			
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 – Pregnancy and Reproduction Lesson Title(s) and Lesson Objectives
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PR.8.CC.1 in Grade 7, Lesson 3: Reproduction Basics LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge] 2. Define sexual intercourse. [Knowledge]
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	X	<input type="checkbox"/>	Indicators PR.8.CC.1 and PR.8.CC.2 are addressed in Rights, Respect, Responsibility Grade 6, Lesson 6: Being a Sex Ed Sleuth LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge] 2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms	X	<input type="checkbox"/>	Indicator PR.8.CC.3 is addressed by Rights, Respect, Responsibility Grade 8, Lesson 8: Birth Control Basics LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge] 2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge] 3. State correctly what emergency contraception is. [Knowledge]

PR.8.CC.4 Define emergency contraception and its use		<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicators PR.8.CC.5 and PR.8.CC.6 in Grade 7, Lesson 4: Great Expectations: Signs and Symptoms of Pregnancy LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Name at least three common symptoms of pregnancy. [Knowledge] 2.List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy. [Knowledge]
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	X	<input checked="" type="checkbox"/>	Indicator PR.8.INF.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2.Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3.Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4.Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	X	<input checked="" type="checkbox"/>	Indicator PR.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 7: Being a Sex Ed Sleuth LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge] 2.Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	X	<input type="checkbox"/>	Indicator PR.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 4: Communicating About a Sensitive Topic LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Define three types of communication: passive, assertive and aggressive. [Knowledge] 2.Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill] 3.Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]
PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PR.8.IC.2 in Grade 7, Lesson 9: Let's Talk About Sex LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Describe three different types of communication people use. [Knowledge] 2.Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]
PR.8.AI.2 Identify medically accurate information about emergency contraception		<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PR.8.DM.1 in Grade 7, Lesson 8: Making SMART Choices LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill] 2.Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]
PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care		<input type="checkbox"/>	Indicator PR.8.SM.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 9: Using Condoms Effectively LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Describe correctly, and in order, the steps to using an external condom. [Knowledge] 2.Describe how an internal condom is used. [Knowledge]
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	X	<input type="checkbox"/>	
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	X	<input checked="" type="checkbox"/>	
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	X	<input checked="" type="checkbox"/>	
PR.8.SM.1 Describe the steps to using a condom correctly	X	<input type="checkbox"/>	

Sexually Transmitted Diseases and HIV			
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 – STDs and HIV Lesson Title(s) and Lesson Objectives
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator SH.8.CC.1 in Grade 7, Lesson 5: Protecting Your Health: Understanding and Preventing STDs LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define STDs and HIV. [Knowledge] 2. Name at least three common STDs and how they are transmitted. [Knowledge] 3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each		<input type="checkbox"/>	Indicator SH.8.INF.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV		<input type="checkbox"/>	
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	X	<input type="checkbox"/>	Indicator SH.8.IC.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 5: We Need to Talk LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of effective listening. [Knowledge] 2. Name at least two characteristics of effective communication. [Knowledge] 3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision making and safer sex. [Knowledge, Skill]
SH.8.AI.1 Identify medically accurate information about STDs, including HIV		<input type="checkbox"/>	Indicator SH.8.GS.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 10: STD Basics: Reducing Your Risks LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
SH.8.AI.2 Identify local STD and HIV testing and treatment resources		<input type="checkbox"/>	
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV	X	<input type="checkbox"/>	Indicator SH.8.SM.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 9: Using Condoms Effectively LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe correctly, and in order, the steps to using an external condom. [Knowledge] 2. Describe how an internal condom is used. [Knowledge]
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	X	<input type="checkbox"/>	
SH.8.SM.1 Describe the steps to using a condom correctly	X	<input type="checkbox"/>	

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	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators HR.8.CC.1 and HR.8.CC.2 in Grade 8, Lesson 3: Healthy or Unhealthy Relationships? LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude] 2.Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge] 3.Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge] 4.Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships	X	<input checked="" type="checkbox"/>	Indicator HR.8.CC.3 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 5: More Than Friends: Understanding Romantic Relationships LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. [Knowledge] 2. Identify at least two similarities and two differences between friendships and romantic relationships. [Knowledge]
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator HR.8.INF.2 in Grade 8, Lesson 6: Talking Without Speaking: The Role of Texting in Relationships LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1.Name at least one thing they do and don't like about communicating via text. [Knowledge] 2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge] 3.Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]
HR.8.CC.4 Describe a range of ways people express affection within various types of relationships		<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator HR.8.IC.1 in Grade 8, Lesson 7: Communication Skills that Foster Healthy Relationships
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media		<input type="checkbox"/>	
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships		<input type="checkbox"/>	
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	X	<input checked="" type="checkbox"/>	
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships		<input type="checkbox"/>	

HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	X	<input type="checkbox"/>	Indicator HR.8.IC.2 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 3: Understanding Boundaries LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for other's boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator HR.8.IC.3 in Grade 8, Lesson 4: Choose Your Words Carefully LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge] 2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]
HR.8.GS.1 Develop a plan to stay safe when using social media	X	<input type="checkbox"/>	Indicators HR.8.GS.1 and HR.8.SM.2 are addressed by Rights, Respect, Responsibility in Grade 7, Lesson 11: Being Smart, Staying Safe Online LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe positive aspects of online talking and messaging. [Knowledge] 2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge] 3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator HR.8.SM.1 in Grade 8, Lesson 3: Healthy or Unhealthy Relationships? LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude] 2. Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge] 3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge] 4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	X	<input type="checkbox"/>	4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]
Personal Safety			
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 – Personal Safety Lesson Title(s) and Lesson Objectives
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PS.8.CC.1 in Grade 8, Lesson 7: Warning Signs: Understanding Sexual Abuse and Assault LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two different types of sexual assault. [Knowledge] 2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge] 3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge] 4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]
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	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PS.8.CC.2 in Grade 8, Lesson 6: Talking Without Speaking: The Role of Texting in Relationships LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least one thing they do and don't like about communicating via text. [Knowledge] 2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge] 3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]
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	X	<input type="checkbox"/>	Indicator PS.8.CC.3 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 3: Understanding Boundaries LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for other's boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]

<p>PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault</p>	<p>X</p>	<input type="checkbox"/>	<p>Indicator PS.8.CC.4 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 3: Understanding Boundaries LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge] 2. Demonstrate how to be clear about one's own and show respect for other's boundaries. [Knowledge] 3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge] 4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]</p>
<p>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</p>		<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PS.8.IC.1 in Grade 8, Lesson 7: Warning Signs: Understanding Sexual Abuse and Assault LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two different types of sexual assault. [Knowledge] 2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge] 3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge] 4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]</p>
<p>PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault</p>	<p>X</p>	<input checked="" type="checkbox"/>	<p>Indicator PS.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 10: Being the Change You Want to See in the World LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]</p>
<p>PS.8.SM.1 Describe ways to treat others with dignity and respect</p>		<input type="checkbox"/>	<p>Indicator PS.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 10: Being the Change You Want to See in the World LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]</p>
<p>PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed</p>		<input type="checkbox"/>	<p>Indicator PS.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 10: Being the Change You Want to See in the World LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]</p>
<p>PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone</p>	<p>X</p>	<input type="checkbox"/>	<p>Indicator PS.8.ADV.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 10: Being the Change You Want to See in the World LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect] 2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge] 3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]</p>

Identity			
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 – Identity Lesson Title(s) and Lesson Objectives
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation		<input type="checkbox"/>	<p>Indicator ID.8.INF.1 is addressed by Rights, Respect, Respect Responsibility in Grade 7, Lesson 7: Blue is for Boys, Pink is for Girls... Or Are They?</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Name at least two stereotypes associated with why many people value the gender binary of "boys" and "girls." [Knowledge] 2.Analyze at least two sources of gendered messages and expectations that exist within their culture. [Knowledge,Skill] 3.Describe at least one connection between gender expectations and discomfort around non-heterosexual orientations. [Knowledge] <p>Rights, Respect, Respect Responsibility addresses indicators ID.8.AI.1 and ID.8.ADV.1 in Grade 8, Lesson 1: STD Basics: Reducing Your Risks</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2.Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3.Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
ID.8.CC.2 Explain the range of gender roles		<input type="checkbox"/>	
ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	X	<input type="checkbox"/>	
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	X	<input checked="" type="checkbox"/>	
ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations		<input type="checkbox"/>	
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	X	<input type="checkbox"/>	

Anatomy and Physiology			
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 – Anatomy and Physiology Lesson Title(s) and Lesson Objectives
AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions	X	<input type="checkbox"/>	Indicator AP.8.CC.1 is addressed by Rights, Respect, Responsibility Grade 7, Lesson 1: Everybody's Got Body Parts- Part 1; and Grade 7, Lesson 2: Everybody's Got Body Parts- Party 2 LEARNING OBJECTIVES (Grade 7, Lesson 1): By the end of this lesson, students will be able to: 1. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge] LEARNING OBJECTIVES (Grade 7, Lesson 2): By the end of this lesson, students will be able to: 1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge] 3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	X	<input type="checkbox"/>	Indicator AP.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 7: Being a Sex Ed Sleuth LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge] 2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]
Puberty and Adolescent Development			
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 – Puberty and Adolescent Development Lesson Title(s) and Lesson Objectives
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence		<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PD.8.INF1 in Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to:
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	X	<input checked="" type="checkbox"/>	1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality		<input type="checkbox"/>	3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make		<input type="checkbox"/>	

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	X	<input type="checkbox"/>	Indicator PR.8.CC.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 6: Linking and Loving – Now and When I'm Older; and Grade 7, Lesson 3: Reproduction Basics LEARNING OBJECTIVES (Grade 6, Lesson 6): By the end of this lesson, students will be able to: 1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge] 2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge] 3. Define "abstinence" and its connection to pregnancy prevention. [Knowledge] LEARNING OBJECTIVES (Grade 7, Lesson 3): By the end of this lesson, students will be able to: 1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge] 2. Define sexual intercourse. [Knowledge]
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	X	<input type="checkbox"/>	Indicator PR.8.CC.2 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 6: Linking and Loving – Now and When I'm Older; and Grade 7, Lesson 3: Reproduction Basics LEARNING OBJECTIVES (Grade 6, Lesson 6): By the end of this lesson, students will be able to: 1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge] 2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge] 3. Define "abstinence" and its connection to pregnancy prevention. [Knowledge]
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators PR.8.CC.3 and PR.8.CC.4 in Grade 8, Lesson 8: Birth Control Basics LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge] 2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge] 3. State correctly what emergency contraception is. [Knowledge]
PR.8.CC.4 Define emergency contraception and its use	X	<input checked="" type="checkbox"/>	Indicators PR.8.CC.5 and PR.8.CC.6 are addressed by Rights, Respect, Responsibility in Grade 7, Lesson 4: Great Expectation: Signs and Symptoms of Pregnancy LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least three common symptoms of pregnancy. [Knowledge] 2. List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy. [Knowledge]
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator PR.8.INF.1 in Grade 8, Lesson 2: The World Around me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	X	<input type="checkbox"/>	
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	X	<input checked="" type="checkbox"/>	

PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care	X	<input type="checkbox"/>	<p>Indicators PR.8.AI.1 and PR.8.AI.3 are addressed by Rights, Respect, Responsibility in Grade 6, Lesson 7: Being a Sex Ed Sleuth</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge] 2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]
PR.8.AI.2 Identify medically accurate information about emergency contraception	X	<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PR.8.AI.2 in Grade 8, Lesson 8: Birth Control Basics</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge] 2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge] 3. State correctly what emergency contraception is. [Knowledge]
PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care	X	<input type="checkbox"/>	
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	X	<input type="checkbox"/>	<p>Indicator PR.8.IC.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 4: Communicating About A Sensitive Topic</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define three types of communication: passive, assertive and aggressive. [Knowledge] 2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill] 3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	X	<input type="checkbox"/>	<p>Indicator PR.8.IC.2 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 9: Let's Talk About Sex</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe three different types of communication people use. [Knowledge] 2. Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	X	<input type="checkbox"/>	<p>Indicator PR.8.DM.1 is addressed by Rights, Respect, Responsibility in Grade 7, Lesson 8: Making SMART Choices</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill] 2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]
PR.8.SM.1 Describe the steps to using a condom correctly	X	<input type="checkbox"/>	<p>Rights, Respect, Responsibility addresses indicator PR.8.SM.1 in Lesson 8, Grade 9: Using Condoms Effectively</p> <p>LEARNING OBJECTIVES: By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe correctly, and in order, the steps to using an external condom. [Knowledge] 2. Describe how an internal condom is used. [Knowledge]

Sexually Transmitted Diseases and HIV			
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 – STDs and HIV Lesson Title(s) and Lesson Objectives
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	X	<input type="checkbox"/>	Indicators SH.8.CC.1, SH.8.CC.2, and SH.8.CC.3 are all addressed by Rights, Respect, Responsibility in Grade 7, Lesson 5: Protecting Your Health: Understanding and Preventing STDs LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Define STDs and HIV. [Knowledge] 2. Name at least three common STDs and how they are transmitted. [Knowledge] 3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]
SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	X	<input type="checkbox"/>	Rights, Respect, Responsibility addresses indicator SH.8.INF.1 in Grade 8, Lesson 2: The World Around Me LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge] 2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge] 3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill] 4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	X	<input type="checkbox"/>	Indicator SH.8.AI.1 is addressed by Rights, Respect, Responsibility in Grade 6, Lesson 7: Being a Sex Ed Sleuth LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge] 2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]
SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicators SH.8.AI.2 and SH.8.GS.1 in Grade 8, Lesson 10: STD Basics: Reducing Your Risks LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge] 2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge] 3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]
SH.8.AI.1 Identify medically accurate information about STDs, including HIV	X	<input type="checkbox"/>	Indicator SH.8.IC.1 is addressed by Rights, Respect, Responsibility in Grade 8, Lesson 5: We Need to Talk LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Name at least two characteristics of effective listening. [Knowledge] 2. Name at least two characteristics of effective communication. [Knowledge] 3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision making and safer sex. [Knowledge, Skill]
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV	X	<input checked="" type="checkbox"/>	Indicator SH.8.IC.1 is also addressed by Rights, Respect, Responsibility in Grade 7, Lesson 9: Let's Talk About Sex LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe three different types of communication people use. [Knowledge] 2. Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	X	<input checked="" type="checkbox"/>	Rights, Respect, Responsibility addresses indicator SH.8.SM.1 in Grade 8, Lesson 9: Using Condoms Effectively LEARNING OBJECTIVES: By the end of this lesson, students will be able to: 1. Describe correctly, and in order, the steps to using an external condom. [Knowledge] 2. Describe how an internal condom is used. [Knowledge]
SH.8.SM.1 Describe the steps to using a condom correctly	X	<input checked="" type="checkbox"/>	