

**Austin Independent School District
Elementary Lesson Overviews (Grades 3-5)
Human Sexuality Curriculum**



School Year 2022-23

GRADE 3

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>My Body Students learn that there are two different types of reproductive anatomy.</p>	<p><u>NSES</u></p> <ul style="list-style-type: none"> AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies 	<ul style="list-style-type: none"> Identify the internal and external parts of our reproductive anatomy. Identify trusted adults to whom students can ask questions about reproductive body parts.
<p>Puberty Students learn about body changes that occur during puberty and ways to manage those changes.</p>	<p><u>NSES</u></p> <ul style="list-style-type: none"> PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary <i>(This lesson will focus on the physical changes.)</i> PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce <i>(This lesson will not cover conditions that impact the ability to reproduce.)</i> PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty 	<ul style="list-style-type: none"> Explain the variations of timing for the physical changes of puberty; Describe how to manage the changes and maintain personal hygiene during puberty; ; Identify trusted adults to whom students can ask questions about puberty.
<p>Boundaries and Consent Students learn about consent, bodily autonomy, and personal boundaries.</p>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> 3.10(A): identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. <p><u>NSES</u></p> <ul style="list-style-type: none"> CHR.5.CC.2: Explain the relationship between consent, personal boundaries, and bodily autonomy CHR.5.IC.1: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries 	<ul style="list-style-type: none"> Explain the terms consent, personal boundaries, and bodily autonomy; Describe how to communicate personal boundaries, including how to say "no" when your personal boundaries aren't respected; Identify trusted adults to whom students can ask questions about consent and boundaries.
<p>Personal Safety Students learn about abuse and neglect and how to stay safe.</p>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> 3.13(C) define abuse and neglect. <p><u>NSES</u></p> <ul style="list-style-type: none"> IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) 	<ul style="list-style-type: none"> Explain the terms "abuse" and "neglect"; Identify red flag situations and ways to stay safe; Identify trusted adults to whom students can ask questions about personal safety.

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	<ul style="list-style-type: none"> IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) (*Note: These are k-2 standards being met in grade 3. This lesson focuses only on child abuse prevention, not bullying or teasing.*) 	
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GRADE 4

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>My Body Students learn the internal and external parts and functions of the human reproductive systems.</p>	<p><u>NSES</u></p> <ul style="list-style-type: none"> AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies 	<ul style="list-style-type: none"> Describe the reproductive body parts and their functions. Explore the concept of privacy as it relates to our bodies. Identify trusted adults to talk to about their bodies.
<p>Puberty Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.</p>	<p><u>TEKS:</u></p> <ul style="list-style-type: none"> 4.20(A) explain changes that occur in males and females during puberty and adolescent development; and 4.20(B) define the menstrual cycle. <p><u>NSES</u></p> <ul style="list-style-type: none"> PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce (<i>This lesson will not cover conditions that impact the ability to reproduce.</i>) PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset) PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender (<i>This lesson will not cover anything related to hormone blockers.</i>) 	<ul style="list-style-type: none"> Explain physical, social, and emotional changes during puberty; Identify trusted adults to talk to about puberty and hygiene.

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	<ul style="list-style-type: none"> ● PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health 	
<p>Puberty, Part 2 Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● 4.20(A) explain changes that occur in males and females during puberty and adolescent development; and ● 4.20(B) define the menstrual cycle. <p>NSES</p> <ul style="list-style-type: none"> ● PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary ● PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce (<i>This lesson will not cover conditions that impact the ability to reproduce.</i>) ● PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset) ● PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender (<i>This lesson will not cover anything related to hormone blockers.</i>) ● PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health 	<ul style="list-style-type: none"> ● Identify ways to manage the changes that come with puberty; ● Explain how the menstrual cycle prepares a body to reproduce. ● Identify trusted adults to talk to about puberty and hygiene
<p>Boundaries and Consent Students learn about consent, bodily autonomy, and personal boundaries.</p>	<p>TEKS</p> <ul style="list-style-type: none"> ● 4.10(A): identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. <p>NSES</p> <ul style="list-style-type: none"> ● CHR.5.CC.2: Explain the relationship between consent, personal boundaries, and bodily autonomy ● CHR.5.IC.1: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries 	<ul style="list-style-type: none"> ● Explain the terms consent, personal boundaries, and bodily autonomy; ● Describe how to communicate personal boundaries, including how to say "no" when your personal boundaries aren't respected; ● Identify trusted adults to whom students can ask questions about consent and boundaries.
<p>Personal Safety Students learn about the types of abuse, including neglect, and how to stay safe.</p>	<p>TEKS</p> <ul style="list-style-type: none"> ● 4.14(D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult. <p>NSES</p>	<p>Explain types of abuse, including neglect;</p> <ul style="list-style-type: none"> ● Identify ways they can help adults keep them safe; ● Explain the 5 Safety Rules

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	<ul style="list-style-type: none"> • IV.5.IC.1: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment (This lesson does not cover sexual harassment) • IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action • IV.5.SM.1: Describe steps a person can take when they are being or have been sexually abused 	<ul style="list-style-type: none"> • Identify trusted adults to whom students can ask questions about personal safety.
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GRADE 5

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>My Changing Body Students review the reproductive system parts and functions as well as the changes that occur during puberty.</p>	<p>TEKS</p> <ul style="list-style-type: none"> • 5.22.(A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development; • 5.22.(C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males; <p>NSES</p> <ul style="list-style-type: none"> • AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies • PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary • PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender (<i>This lesson will not cover anything related to hormone blockers.</i>) • PD.5.AI.1: Identify credible sources of information about puberty and personal hygiene • PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health • PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty 	<ul style="list-style-type: none"> • Increase comfort with using terms used for reproductive anatomy parts and functions • Demonstrate an understanding of the changes that occur during puberty • Identify credible sources of information, including trusted adults, related to puberty and personal hygiene
<p>Reproduction Students learn the processes of fertilization and</p>	<p>TEKS</p> <ul style="list-style-type: none"> • 5.22.(B) describe the process of the menstrual cycle; • 5.22.(D) define the processes of fertilization and reproduction; and • 5.22.(E) identify significant milestones of fetal development. 	<ul style="list-style-type: none"> • Explain how puberty prepares the body for the potential to reproduce • Describe the way humans reproduce

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<p>reproduction, as well as the significant milestones of fetal development.</p>	<p><u>NSES</u></p> <ul style="list-style-type: none"> • PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce (<i>This lesson will not cover conditions that impact the ability to reproduce.</i>) • SH.5.CC.1: Explain the relationship between sexual intercourse and human reproduction • SH.5.CC.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) 	<ul style="list-style-type: none"> • Identify the phases of pregnancy and fetal development • Identify trusted adults to whom students can ask questions about reproduction and pregnancy.
<p>Healthy Relationships Students learn about characteristics of healthy relationships and how they apply to crushes or any other type of relationship.</p>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> • 5.20 identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility. <p><u>NSES</u></p> <ul style="list-style-type: none"> • CHR.5.AI.1: Identify trusted adults, including parents and caregivers, that students can talk to about relationships 	<ul style="list-style-type: none"> • Explore the concept of crushes that are common in puberty • Practice applying the concepts of healthy relationships to crush scenarios • Identify trusted adults to whom students can ask questions about crushes and relationships
<p>Boundaries and Consent Students learn about consent, bodily autonomy, and personal boundaries.</p>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> • 5.21(C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and • 5.21(D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others <p><u>NSES</u></p> <ul style="list-style-type: none"> • CHR.5.CC.2 Explain the relationship between consent, personal boundaries, and bodily autonomy • CHR.5.IC.1 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries 	<ul style="list-style-type: none"> • Define boundaries, consent, and bodily autonomy • Identify ways to communicate personal boundaries, including saying no to people/things that feel uncomfortable • Explain the importance of respecting the boundaries of others • Identify trusted adults to whom students can ask questions about boundaries and consent
<p>Personal Safety Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p>	<p><u>TEKS</u></p> <ul style="list-style-type: none"> • 5.21(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking; • 5.21(B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult; <p><u>NSES</u></p>	<ul style="list-style-type: none"> • Define the terms "sexual abuse", "sexual assault", "sexual harassment", and "sex trafficking." • List at least 3 accurate facts about sexual abuse among young people their age. • Demonstrate that they have a trusted adult with whom they can speak if they or someone

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	<ul style="list-style-type: none">• IV.5.CC.1: Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts• IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action	they know is being sexually abused or harassed.
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