



High School

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
<p>1. Introducing Sexual Health</p>		<ul style="list-style-type: none"> ● Develop group agreements ● Define Sexuality ● Explore message about sexuality
<p>2. Dating/Romantic Relationships</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.18.(A) analyze how friendships provide a foundation for healthy dating/romantic relationships; ● H1.18.(B) identify character traits that promote healthy dating/romantic relationships and marriage; and ● H1.19.(B) analyze the characteristics of harmful relationships that can lead to dating violence; ● H1.19.(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse; ● H1.19.(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others. 	<ul style="list-style-type: none"> ● Define Relationships ● Describe characteristics of healthy, unhealthy, and abusive relationships. ● Explore strategies for helping a friend
<p>3. Sex Trafficking and Online Safety</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.10(A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking; ● H1.11(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and ● H1.11(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators. ● H1.19.(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence; 	<ul style="list-style-type: none"> ● Describe the characteristics of sex trafficking ● Describe the use of technology in recruiting young people for trafficking ● Explore strategies for staying safe online
<p>4. Reproductive Anatomy and Pregnancy</p>	<p>TEKS:</p>	<ul style="list-style-type: none"> ● Explain the parts and functions of the reproductive system

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	<ul style="list-style-type: none"> ● H1.20. analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur. 	<ul style="list-style-type: none"> ● Describe the menstrual cycle and how it prepares the body for a pregnancy ● Discuss the importance of prenatal care
<p>5. Parenting and Paternity (P.A.P.A.) the p.a.p.a. curriculum Office of the Texas Attorney General</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.18.(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children. ● H1.21.(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals; ● H1.21.(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity. 	<ul style="list-style-type: none"> ● Explore some myths and facts of parenting and paternity ● Define Parent ● Explain the pathways to legal fatherhood
<p>6. Boundaries and Abstinence</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.17.(B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault ● H1.19.(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; ● H1.19.(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; ● H1.19.(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity ● H1.21.(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; 	<ul style="list-style-type: none"> ● Define personal boundaries ● Examine sexual abstinence and the relationship to boundaries ● Explore situations when it might be hard to maintain boundaries around sexual activity ● Describe ways to be respectful of other people's boundaries

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	<ul style="list-style-type: none"> ● H1.21.(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs ● H1.21.(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active; 	
<p>7. Staying Safe Part 1: Contraception a.k.a. Birth Control</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.21.(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and 	<ul style="list-style-type: none"> ● Explore the different methods of contraception ● Analyze the effectiveness of the different methods of contraception ● Examine scenarios of related to choosing the best method of contraception
<p>8. Staying Safe Part 2: STIs a.k.a. STDs</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.21.(B) describe various modes of transmission of STDs/STIs ● H1.21.(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; ● H1.21.(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms; ● H1.21.(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern; 	<ul style="list-style-type: none"> ● Explain the difference between an infection and a disease ● Explore current data related to sexually transmitted infections in young adults ● Research the process of getting tested for sexually transmitted infections ● Describe strategies for preventing sexually transmitted infections
<p>9. Consent and Refusal Skills</p>	<p>TEKS:</p> <ul style="list-style-type: none"> ● H1.17.(B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault 	<ul style="list-style-type: none"> ● Define Consent and Refusal ● Describe tools for communicating about boundaries ● Explore scenarios related to consent and refusal skills

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	<ul style="list-style-type: none">• H1.19.(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;	
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