

Lessons on Human Sexuality and Responsibility are derived from the Health I Texas Essential Knowledge and Skills which are created by the State Board of Education. YES Prep's Human Sexuality and Responsibility curriculum has been approved by the YES Prep School Board and is rooted in the State Board of Education approved *Texas Health Skills for High School* textbook.

Textbook and Resource Information

Health I Textbook Information:

- Name: Texas Health Skills for High School, Textbook
- Authors: Catherine Sanderson, Mark Zelman, Melanie Lynch, Melissa Munsell, and Diane Farthing
- Publisher: The Goodheart-Willcox Company

The textbook (*Texas Health Skills for High School*) serves as the key teacher resource and reference for Health I lessons. Lesson key points and definitions are aligned to the textbook, and many activities and assessments are created using the textbook.

Parents can purchase a copy of the textbook at the publisher's website.

In addition to the textbook, other curricular resources may be leveraged to supplement learning. All other resources will align to the key points outlined in the textbook and will be from health-based sources. For the Human Sexuality & Responsibility unit, examples of these may include:

- [Articles and Videos from Nemours Kids Health on Sexual Health \(Puberty\)](#)
- It's Your Game, Keep it Real (IYG) – a program from the [University of Texas Prevention Research Center](#) in cooperation with the [Center for Health Promotion and Prevention Research](#) at The University of Texas School of Public Health
- Resources and scenarios on abuse from [teachingsexualhealth.ca](#), an Alberta Canada Education program.

Unit Information

The Human Sexuality & Responsibility unit falls during Quarter 4. This unit is derived from the Health I Texas Essential Knowledge and Skills, which identifies reproductive and sexual health as one of the 6 major strands of study for the course. Each year this unit will begin in mid-April and will conclude at the end of the school year.

Timeframe	April 12 th – May 19 th * *Dates may vary slightly from campus to campus; however, all lessons will be in Quarter 4.
Unit Overview	This unit will explore the many facets of social health and how social health relates to physical, emotional, intellectual, and spiritual health. Topics include: <ul style="list-style-type: none"> • effective communication skills: listening, body language, conflict resolution, responding to criticism, and expressing gratitude • human growth and change • risk v. reward of sexual activity • potential physical and mental, emotional, legal, and social consequences of sexual activity
Essential Questions	What is social health and how does social health affect physical, emotional, intellectual, and spiritual health?
Enduring Understandings	<ol style="list-style-type: none"> 1. Being socially healthy can have positive effects on your physical, emotional, intellectual, and spiritual health. Being socially unhealthy can have negative effects on your physical, emotional, intellectual, and spiritual health. 2. Puberty includes a series of physical and mental changes that can be disconcerting but are changes that all people go through in normal human development. Knowing what changes to expect and how to deal with them can help. 3. Getting pregnant as a teenager has many difficult emotional, financial, and social consequences for everyone involved. Selecting personal rules about sex can help you avoid the consequences of unintended pregnancy.

	4. Sexual activity comes with certain responsibilities. Although sexual activity may have some rewards, the risks and potential consequences outweigh the rewards for teens. There are ways to reduce the risk from sexual activity. It is important for teens to have personal rules for sexual activity and to share those rules with others and protect those rules going forward.
--	---

Lesson Overview

Below are the key lessons in the Human Sexuality & Responsibility unit that introduce new material. All lessons are 90-minutes and the related TEKS and book references are noted below. In addition to the lessons listed below, there will be a culminating task that has students apply their learning. While some adjustment to the number of lessons may occur, the topics, TEKS, and textbook references will stay the same.

Lesson Name/Topic	TEKS	Textbook References
Social Health & Healthy Relationships	18 A B C 21 H	<ul style="list-style-type: none"> Lesson 21.1 Understanding Romantic Relationships
Puberty and Reproduction	20	<ul style="list-style-type: none"> Lesson 20.1 The Male Reproductive System Lesson 20.2 The Female Reproductive System Lesson 20.4 Adolescence & Puberty
Pregnancy	20 21 A F I J	<ul style="list-style-type: none"> Lesson 20.5 Teen Pregnancy and Parenthood Lesson 21.2 Practicing Sexual Abstinence
STIs/STDs	21 B C D E F I	<ul style="list-style-type: none"> Lesson 23.1 Common STIs Lesson 23.2 Preventing and Treating STIs Lesson 23.3 HIV/AIDs
Personal Rules Regarding Sex	19 C D E F G H 21 H	<ul style="list-style-type: none"> Lesson 21.1 Understanding Romantic Relationships Lesson 21.2 Practicing Sexual Abstinence
Abuse Prevention	19 B C H	<ul style="list-style-type: none"> Lesson 22.1 Secular Harassment and Assault Lesson 22.2 Abuse and Neglect
Abuse Prevention (Emotional Abuse & Neglect)	19 B C	<ul style="list-style-type: none"> Lesson 22.2 Abuse and Neglect

Lesson Calendar

April 11 (A Day)	April 12 (B Day)	April 13 (A Day)	April 14 (B Day)	April 15 (B Day)
Lesson 1: Importance of Social Health and Human Growth	Lesson 1: Importance of Social Health and Human Growth	Lesson 2: Pregnancy and STIs	Lesson 2: Pregnancy and STIs	School Holiday
April 18 (A Day)	April 19 (B Day)	April 20 (A Day)	April 21 (B Day)	April 22 (A Day)
Lesson 3: Defining Your Personal Rules Regarding Sex	Lesson 3: Defining Your Personal Rules Regarding Sex	Lesson 4: Abuse Prevention and Unit Project Day 1	Lesson 4: Abuse Prevention and Unit Project Day 1	Lesson 5: Unit Project Day 2
April 25 (B Day)				
Lesson 5: Unit Project Day 2				

Notes:

- Students take Health on either A Day or B Day depending on their schedule.
- Each individual teacher's schedule varies slightly. Campuses could be several days ahead or behind the provided schedule.

Texas Essential Knowledge and Skills (TEKS) Covering Reproductive and Sexual Health

Below are the TEKS from the *reproductive and sexual health* strand in the Health I TEKS. The state TEKS guide district curriculum development. All other Health I course TEKS, which were updated for SY22-23, can be found [here](#).

(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) analyze how friendships provide a foundation for healthy dating/romantic relationships;
- (B) identify character traits that promote healthy dating/romantic relationships and marriage; and
- (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- (B) analyze the characteristics of harmful relationships that can lead to dating violence;
- (C) analyze healthy strategies for preventing physical, sexual, and emotional abuse;
- (D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; [and]
- (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;
- (F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;
- (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; and
- (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.

(20) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to: analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.

(21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

- (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;
- (B) describe various modes of transmission of STDs/STIs
- (C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
- (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 [STDs and STIs] show symptoms;
- (E) analyze the importance of STD/STI [STD and STI] screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern;
- (F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- (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;
- (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;
- (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
- (J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.