

South Texas Independent School District
High School Lesson Overviews
Human Sexuality Curriculum



School Year 2025-2026

High School

LESSON TOPIC	STANDARD/STUDENT EXPECTATION (TEKS & NSES)	LESSON OBJECTIVES
1. Introducing Sexual Health		• Develop group agreements • Define Sexuality • Explore message about sexuality
2. Dating/Romantic Relationships	TEKS: • 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.	• Define Relationships • Describe characteristics of healthy, unhealthy, and abusive relationships. • Explore strategies for helping a friend
3. Sex Trafficking and Online Safety	TEKS: • 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;	• Describe the characteristics of sex trafficking • Describe the use of technology in recruiting young people for trafficking • Explore strategies for staying safe online
4. Reproductive Anatomy and Pregnancy	TEKS:	• Explain the parts and functions of the reproductive system

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	• 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.	• Describe the menstrual cycle and how it prepares the body for a pregnancy • Discuss the importance of prenatal care
5. Parenting and Paternity (P.A.P.A.) the p.a.p.a. curriculum Office of the Texas Attorney General	TEKS: • 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.	• Explore some myths and facts of parenting and paternity • Define Parent • Explain the pathways to legal fatherhood
6. Boundaries and Abstinence	TEKS: • 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;	• 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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	• 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;	
7. Staying Safe Part 1: Contraception a.k.a. Birth Control	TEKS: • 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	• 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
8. Staying Safe Part 2: STIs a.k.a. STDs	TEKS: • 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;	• 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
9. Consent and Refusal Skills	TEKS: • H1.17.(B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault • H1.19.(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in datingng/romantic relationships	• Define Consent and Refusal • Describe tools for communicating about boundaries • Explore scenarios related to consent and refusal skills