Clear Creek ISD Anti-Victimization / Personal Safety Curriculum Document

Anti-victimization/personal safety lessons are required by Texas Education Code 38.004, CCISD Policy FFG(LEGAL) and FFG(LOCAL), and are taught in every school, Kindergarten through High School, at least once each year. In Clear Creek ISD, our lesson is based on the following Health Education Texas Essential Knowledge and Skills (TEKS).

Requirements for Anti-victimization / Personal Safety Training and TEKS Supporting Information

TEC Sec. 38.004. CHILD ABUSE REPORTING AND PROGRAMS. EDUCATION code Chapter 38. health and safety. (2015, September 1). https://statutes.capitol.texas.gov/?tab=1&code=ED&chapter=ED.38&artSec=38.004

Texas Secretary of State. (n.d.). Texas Administrative Code. Texas Administrative Code

Texas Essential Knowledge and Skills for Health Education. Texas Education Agency. (2022). Texas Education Agency Health Education TEKS

CCISD Policy FFG (LEGAL) *CCISD Policy FFG (LOCAL)* *CCISD Regulation EHAA (EXHIBIT A)*
CCISD Policy EHAA (LEGAL) *CCISD Policy EHAA (LOCAL)* *CCISD Regulation EHAA (EXHIBIT B)*

Grade Level Essential Standards, Learning Targets and Evidence for Learning

Counseling & Student Services has identified Essential Standards directly from the Texas Health Education TEKS. The Essential Standards are a selected subset of the grade-specific Health TEKS that are crucial skills needed for student safety. The Learning Target is a concrete goal based on the Health TEKS written in student-friendly language that clearly describes what the students will learn and be able to do at the end of the lesson. The Evidence of Learning measures student knowledge using an artifact such as a student-specific safety plan document.

Kindergarten

Essential Standards: •The student is expected to identify roles and characteristics of a trusted adult. (Health Education-Grade K: 9A)
•The student is expected to identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations. (Health Education-Grade K: 9B)
•The student is expected to explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person. (Health Education-Grade K: 12D)
***Learning Target*:** I can identify a trusted adult and what to do, including whom to seek out, in unsafe situations. (Health Education-Grade K: 9A, 9B, 12D)
***Evidence for Learning*:** Student creates a safety plan which includes refusal skills (Health Education- Grade K: 9B, 12D); AND • Student can name at least one trusted adult. (Health Education-Grade K: 9A)

1st Grade

Essential Standards: • The student is expected to practice refusal skills to protect personal space and avoid unsafe situations. (Health Education-Grade 1: 10A)
• The student is expected to identify appropriate personal boundaries, privacy, and space. (Health Education-Grade 1: 10B)
• The student is expected to identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person. (Health Education-Grade 1: 13D)
Learning Target: I can practice using refusal skills to protect personal boundaries, privacy, and space, including whom to seek out for help. (Health Education-Grade 1: 10A, 10B, 13D)
Evidence for Learning: Student can create a safety plan which includes refusal skills (Health Education-Grade 1: 10A) AND • Student can identify appropriate personal boundaries, privacy, and space and how to get help when made to feel uncomfortable. (Health Education-Grade 1: 10B, 13D)

2nd Grade

Essential Standards: • The student is expected to demonstrate refusal skills to protect personal space and avoid unsafe situations. (Health Education-Grade 2: 10A)
•The student is expected to discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe. (Health Education-Grade 2: 10B)
•The student is expected to explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety. (Health Education-Grade 2: 13C)
Learning Target: I can demonstrate using refusal skills to protect personal space and avoid unsafe situations including whom to seek out for help. (Health Education-Grade 2: 10A, 10B, 13C)
Evidence for Learning: Student can create a safety plan which includes demonstrating the use of refusal skills. (Health Education-Grade 2: 10A) AND •Student can explain why seeking assistance from parents or other trusted adults can be helpful when making decisions about personal safety. (Health Education-Grade 2: 10B, 13C)

3rd Grade

Essential Standards: • The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. (Health Education-Grade 3: 10)
• The student is expected to create a personal safety plan. (Health Education-Grade 3: 11D)
• The student is expected explain the importance of seeking assistance in making decisions about personal safety. (Health Education-Grade 3: 13B)
• The student is expected to define abuse and neglect. (Health Education-Grade 3: 13C)
Learning Target: I can identify refusal skills and seek help from a trusted adult in situations involving personal safety. (Health Education-Grade 3: 10, 13B, 13C)
Evidence for Learning: Student can create a personal safety plan which includes refusal skills. (Health Education-Grade 3: 10, 11D) AND •Student can define abuse and neglect and when to seek help from a parents or other trusted adults when making decisions about personal safety. (Health Education-Grade 3: 13B, 13C)

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4th Grade ***Essential Standards:*** •The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. (Health Education-Grade 4: 11) •The student is expected to explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues. (Health Education-Grade 4: 14C) •The student is expected to identify types of abuse and neglect and ways to seek help from a parent or another trusted adult. (Health Education-Grade 4: 14D) ***Learning Target:*** I can use my personal safety plan in situations of suspected abuse and neglect. (Health Education-Grade 4: 12D) ***Evidence for Learning:*** Student creates a personal safety plan. (Health Education-Grade 4: 12D); AND • Student applies knowledge of types of abuse and neglect to seek help from a parent or other trusted adult. (Health Education-Grade 4: 12D, 14C, 14D)	**5th Grade** ***Essential Standards:*** • The student is expected to explain the impact of abuse and neglect. (Health Education-Grade 5: 14C) •The student is expected to explain the importance of reporting abuse and neglect. (Health Education-Grade 5: 14C) •The student is expected to identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or trusted adult. (Health Education-Grade 5: 21B) •The student is expected to identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships. (Health Education-Grade 5: 21C) ***Learning Target:*** I can use my personal safety plan in situations of suspected abuse and neglect. (Health Education-Grade 5: 12D) ***Evidence for Learning:*** Student creates a personal safety plan. (Health Education- Grade 5: 12D); AND •Student applies use of the personal safety plan in situations of suspected abuse and neglect. (Health Education-Grade 5: 12D, 14C)
6th Grade ***Essential Standards:*** • The student is expected to describe how friendships provide a foundation for healthy dating/romantic relationships. (Health Education-Grade 6: 20B) • The student is expected to list healthy ways to express friendship, affection, and love. (Health Education-Grade 6: 20C) • The student is expected to list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation. (Health Education-Grade 6: 20C) ***Learning Target:*** I can identify characteristics of a healthy relationship versus an unhealthy relationship. (Health Education-Grade 6: 20C, 21C) ***Evidence for Learning:*** Student creates a personal safety plan that includes ways to clearly communicate expectations with a healthy relationship. (Health Education – Grade 6: 20B)	**7th Grade** ***Essential Standards:*** • The student is expected to discuss and practice how refusal skills can be used to resist negative peer influences and reinforce boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships. (Health Education-Grades 7-8: 21G) • The student is expected to explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact. (Health Education-Grades 7-8: 21H) ***Learning Target:*** I can use my personal safety plan to clearly communicate and respect personal boundaries for myself and others to promote healthy dating/romantic relationships. (Health Education-Grades 7-8: 21H) ***Evidence for Learning:*** Student creates a personal safety plan. (Health Education-Grades 7-8: 12E); AND •Student applies the use of the personal safety plan to set and respect personal boundaries and practice refusal skills relating to healthy dating/romantic relationships. (Health Education-Grades 7-8: 21G, 21H)
8th Grade ***Essential Standards:*** • The student is expected to demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships. (Health Education-Grades 7-8: 3D) • The student is expected to discuss and practice how refusal skills can be used to resist negative peer influences and reinforce boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships. (Health Education-Grades 7-8: 21G) • The student is expected to explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact. (Health Education-Grades 7-8: 21H) ***Learning Target:*** I can use my personal safety plan to clearly communicate and respect personal boundaries for myself and others to promote healthy dating/romantic relationships. (Health Education-Grades 7-8: 21H) ***Evidence for Learning:*** Student creates a personal safety plan. (Health Education-Grades 7-8: 12E); AND •Student applies the use of the personal safety plan to set and respect personal boundaries and practice refusal skills relating to healthy dating/romantic relationships. (Health Education-Grades 7-8: 3D, 21G, 21H)	**9th-12th Grades** ***Essential Standards:*** •The student is expected to analyze how friendships provide a foundation for healthy dating/romantic relationships. (Health Education- High School Health I: 18A) •The student is expected to analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships. (Health Education-High School Health I: 19D) •The student is expected to discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk. (Health Education-High School Health II: 20C) ***Learning Target:*** I can use my personal safety plan to assertively maintain boundaries that keep my friendships and dating/romantic relationships healthy. (Health Education-High School Health I: 18A,19D) ***Evidence for Learning:*** The learner has a personal safety plan that outlines the steps he/she will take to maintain personal boundaries in friendships and dating/romantic relationships. (Health Education-High School Health I: 18A,19D; Health II: 20C)

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November 2023