



How *Straightlaced* Lines Up

Aligning the *Straightlaced* Curriculum and Resource Guide with the
National Sexuality Education Core Content and Skills Standards for K-12
Instruction

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National Sexuality Education Standards

The *Straightlaced* Curriculum and Resource Guide is aligned to the National Sexuality Education Standards, which were established in 2011 to address the inconsistent implementation of sexuality education nationwide and the limited time allocated to teaching the topic.

Along with the authors of those standards, we believe that there is a pressing need to address harassment, bullying and relationship violence in our schools. All of those forces have a significant impact on a student's emotional and physical well-being as well as on academic success. According to the 2009 National School Climate Survey, nearly 9 out of 10 lesbian, gay, bisexual or transgender (LGBT) students reported feeling unsafe and nearly one-third skipped at least one day of school because of concerns about their personal safety. LGBT students who reported frequent harassment also suffered from lower grade point averages.

By aligning our curriculum to the national standards, we reinforce our commitment to the Surgeon General's *National Prevention and Health Promotion Strategy*, which calls for the provision of effective sexual health education, especially for adolescents. This strategy notes that medically accurate, developmentally appropriate, and evidence-based sexual health education provides students with the skills and resources that help them make informed and responsible decisions.

Topics and Key Indicators

There are seven specific topics chosen as the minimum, core content and skills for K-12 sexuality education. The *Straightlaced* Curriculum and Resource Guide addresses six of the seven:

Anatomy and Physiology (AP) provides a foundation for understanding basic human functioning.

Puberty and Adolescent Development (PD) addresses a pivotal milestone for every person that has an impact on physical, social and emotional development.

Identity (ID) addresses several fundamental aspects of people's understanding of who they are.

Pregnancy and Reproduction (PR) addresses information about how pregnancy happens and decision-making to avoid a pregnancy.

Sexually Transmitted Diseases and HIV (SH) provides both content and skills for understanding and avoiding STDs and HIV, including how they are transmitted, their signs and symptoms and testing and treatment.

Healthy Relationships (HR) offers guidance to students on how to successfully navigate changing relationships among family, peers and partners. Special emphasis is given in the *National Sexuality Education Standards* to the increasing use and impact of technology within relationships.

Personal Safety (PS) emphasizes the need for a growing awareness, creation and maintenance of safe school environments for all students.

The National Sexuality Education Standards also establish grade level performance indicators based on the eight *National Health Education Standards* listed in the following table:

NATIONAL HEALTH EDUCATION STANDARDS

| | |
|---|--|
| Core Concepts CC | Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. |
| Analyzing Influences INF | Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. |
| Accessing Information AI | Standard 3 Students will demonstrate the ability to access valid information and products and services to enhance health. |
| Interpersonal Communication IC | Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| Decision-Making DM | Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. |
| Goal-Setting GS | Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health. |
| Self Management SM | Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| Advocacy ADV | Standard 8 Students will demonstrate the ability to advocate for personal, family and community health. |

The table on the next page outlines the topics and performance indicators for **high school proficiency**, and specifies exactly where in the ***Straightlaced*** curriculum those topics and indicators are met. *Though primarily geared to a high school audience, ***Straightlaced*** can also be used in middle schools. Please see our suggested guidelines for this age level on pp. 17 and 47-48 of the ***Straightlaced*** Curriculum and Resource Guide.*

For more information about the National Sexuality Education Standards, please download them here:

<http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>

Straightlaced Curriculum Alignment: National Sexuality Education Standards, Core Content and Skills, K-12

| | Core Concepts (CC) | Analyzing Influences (INF) | Accessing Information (AI) | Interpersonal Communication (IC) | Decision-Making (DM) | Goal Setting (GS) | Self-Management (SM) | Advocacy (ADV) |
|---|---|--|--|---|---|-------------------|--|--|
| Puberty and Adolescent Development | | Analyze how friends, family, media, society and culture can influence self-concept and body image: Survey in Warm-up Section Activities 1,3,8,9,10 | | | Apply a decision-making model to various situations relating to sexual health: Activities 12 & 13 | | | |
| Identity | Differentiate between biological sex, sexual orientation, and gender identity and expression: Warm-up 1-3, Activities # 1,3 & 9 | Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity: Warm-up 1-3, Activities 1,2,5,8,9 & 10 | | | | | Explain how to promote safety, respect, awareness and acceptance: Activities 5,6,7,10, 11, 12 & 13 | Advocate for school policies and programs that promote dignity and respect for all: Activities 7, 11 & 13 |
| | Distinguish between sexual orientation, sexual behavior and sexual identity: Activity 10 | | | | | | | |
| Pregnancy and Reproduction | | Analyze the influences that may have an impact on deciding whether or not to engage in sexual behaviors (whole curriculum) | | Demonstrate ways to communicate decisions about whether to engage in sexual behaviors (whole curriculum) | | | | |
| Healthy Relationships | Describe characteristics of healthy and unhealthy romantic and/or sexual relationships: Warm-up 1 & 2 | Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship: Warm-ups 1 & 2 | Demonstrate how to access valid information and resources to help deal with relationships: Activity 11 | Demonstrate effective strategies to avoid or end an unhealthy relationship: Activity 6 | | | Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior (whole curriculum) | |
| | | | | Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior (whole curriculum) | | | | |
| Personal Safety | Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence: Activities 1,7,10,11 | Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence: Activities 1,2,5,7, & 8 | Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted: Activity 10 | Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault: Activities 1,7,& 8 | | | | Advocate for safe environments that encourage dignified and respectful treatment of everyone: Activities 7, 11, 12 & 13 |
| | <i>Numbers above correlate to Straightlaced curriculum activities.</i> | | | | | | | |