

**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)   |
|---|---|--|--|---|---|-------------------|--|--|
| <b>Puberty and Adolescent Development</b> |   | Analyze how friends, family, media, society and culture can influence self-concept and body image: Survey in Warm-up Section<br><b>Activities 1,3,8,9,10</b>   |  |   | Apply a decision-making model to various situations relating to sexual health:<br><b>Activities 12 &amp; 13</b> |                   |  |  |
| <b>Identity</b>                           | Differentiate between biological sex, sexual orientation, and gender identity and expression:<br><b>Warm-up 1-3, Activities # 1,3 &amp; 9</b>   | Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity:<br><b>Warm-up 1-3, Activities 1,2,5,8,9 &amp; 10</b>                              |  |   |   |                   | Explain how to promote safety, respect, awareness and acceptance:<br><b>Activities 5,6,7,10, 11, 12 &amp; 13</b>   | Advocate for school policies and programs that promote dignity and respect for all: <b>Activities 7, 11 &amp; 13</b>               |
|   | Distinguish between sexual orientation, sexual behavior and sexual identity:<br><b>Activity 10</b>  |  |  |   |   |                   |  |  |
| <b>Pregnancy and Reproduction</b>         |   | 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)                                  |   |                   |  |  |
| <b>Healthy Relationships</b>              | Describe characteristics of healthy and unhealthy romantic and/or sexual relationships: <b>Warm-up 1 &amp; 2</b>  | Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship: <b>Warm-ups 1 &amp; 2</b>  | Demonstrate how to access valid information and resources to help deal with relationships: <b>Activity 11</b>  | Demonstrate effective strategies to avoid or end an unhealthy relationship:<br><b>Activity 6</b>  |   |                   | 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)           |   |                   |  |  |
| <b>Personal Safety</b>                    | Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence:<br><b>Activities 1,7,10,11</b> | Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence:<br><b>Activities 1,2,5,7, &amp; 8</b> | Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted:<br><b>Activity 10</b> | Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault: <b>Activities 1,7,&amp; 8</b> |   |                   |  | Advocate for safe environments that encourage dignified and respectful treatment of everyone: <b>Activities 7, 11, 12 &amp; 13</b> |
|   | <i>Numbers above correlate to Straightlaced curriculum activities.</i>  |  |  |   |   |                   |  |  |

