Purpose: To identify where and how standards and indicators are addressed in curriculum and illustrates the sequence in which concepts and skills are taught across the curriculum.

Overview: This Curriculum Mapping Tool is designed to be used in conjunction with Assessment of the Application of the National Teacher Preparation Standards for Sexuality Education in a Professional Preparation Program. While the assessment tool is designed to determine how well your curriculum addresses the Standards within individual courses, the curriculum mapping tool allows administration, faculty and instructors to identify where and how standards and indicators are addressed in curriculum/plan of study and illustrates the sequence in which concepts and skills are taught across the curriculum/plan of study.

Outcomes of this Curriculum Mapping Tool: The process of reviewing not only the content of individual courses via the assessment, but also the sequencing of concepts and skills taught may highlight ways in which individual courses need to be amended to ensure that the sequence of indicators are appropriately being introduced, reinforced, mastered and assessed.

Directions: This form (pages 2-3) should be completed by the committee convened to complete the Assessment of the Application of the National Teacher Preparation Standards for Sexuality Education in a Professional Preparation Program.

- Using the list of all relevant courses by number and title on page 1 of the Assessment of the Application of the Standards, insert the Course Prefix and Number in sequence of the curriculum using the color code to illustrate how the standard is taught: Introduced, Reinforced, Mastered and Assessed.
## National Teacher Preparation Standards for Sexuality Education: Curriculum Map (page 1 of 2)

### Successful Teacher Candidates will:

1. **PROFESSIONAL DISPOSITION:** Demonstrate comfort with, commitment to and self-efficacy in teaching sexuality education.

   1.1 Teach in ways that communicate that sexual development is an inherent part of child and adolescent development.

   1.2 Describe the importance of sexuality education as an integral part of K-12 health education.

   1.3 Demonstrate awareness of their own personal values, beliefs, biases, and experiences related to sexuality education.

   1.4 Demonstrate how their personal values, beliefs, biases, and experiences can influence the way they teach sexuality education.

   1.5 Model self-efficacy to teach sexuality education in age- and developmentally-appropriate ways.

   1.6 Select their own continuing professional development needs relating to school-based sexuality education.

2. **DIVERSITY AND EQUITY:** Show respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.

   2.1 Demonstrate the ability to create a safe and inclusive classroom environment for all students.

   2.2 Describe how students’ diverse backgrounds and experiences may affect students’ personal beliefs, values, and knowledge about sexuality.

   2.3 Demonstrate the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community and respect the visible and invisible diversities that exist in every classroom.
3. **CONTENT KNOWLEDGE**: Have accurate knowledge of the biological, emotional and social aspects of human sexuality and the laws relating to sexuality and youth.

3.1 Describe accurate and current content, as reflected in the *National Sexuality Education Standards*, in the following topic areas:

- a. anatomy and physiology;
- b. puberty and adolescent development;
- c. sexual orientation and gender identity and expression;
- d. pregnancy and reproduction;
- e. sexually transmitted diseases and HIV;
- f. healthy relationships;
- g. personal safety

3.2 Explain the stages of child and adolescent sexual development including cognitive, physical and emotional changes.

3.3 Describe at least three health behavior theories relevant to sexual health promotion.

3.4 Describe current federal and state laws relating to sexuality that have an impact on youth.

3.5 Identify accurate and reliable sources of information to keep their own sexuality-related content knowledge current and relevant.

3.6 Identify valid and reliable sexual health information, health products and community services relevant to students.

4. **LEGAL AND PROFESSIONAL ETHICS**: Make decisions based on applicable federal, state and local laws, regulations and policies as well as professional ethics.

4.1 Explain how to determine relevant state and school district reporting laws and procedures relating to student disclosure regarding sexual abuse, incest, dating violence, and other associated sexual health issues.

4.2 Explain the policies and ethics associated with student confidentiality relating to sexuality and sexual health issues.
4.3 Describe when and from whom to seek guidance on sexuality related ethical/legal matters when there is no policy or the policy is unclear.

4.4 Differentiate between professional and unprofessional conduct with students, both in and outside of the classroom and school.

5. PLANNING: Plan developmentally and age- and developmentally-appropriate sexuality education that is aligned with standards, policies and laws and reflects the diversity of the community.

| 5.1 | Apply learning and behavioral theories to sexuality education lesson planning. |
| 5.2 | Apply state and/or district laws, policies, and standards to select and adapt curriculum content that is appropriate and permissible for a district. |
| 5.3 | Identify appropriate resources and policies to guide instructional planning. |
| 5.4 | Plan effective strategies to teach sexuality education in the cognitive, affective, and behavioral learning domains. |
| 5.5 | Plan developmentally and age-appropriate sexuality education instruction. |

6. IMPLEMENTATION: Use a variety of effective strategies to teach sexuality education.

| 6.1 | Demonstrate strategies for creating a safe, respectful learning environment that fosters open discussion about a wide range of sexuality related topics. |
| 6.2 | Demonstrate effective classroom management skills specific to sexuality education. |
| 6.3 | Convey accurate and developmentally appropriate information about sexuality. |
| 6.4 | Engage learners using realistic and relevant situations relating to sexuality education. |
7. **ASSESSMENT**: Implement effective strategies to assess student knowledge, attitudes and skills in order to improve sexuality education instruction.

7.1 Use multiple strategies to assess knowledge, skills, and attitudes about sexuality that are measureable, observable, and aligned with learning objectives.

7.2 Analyze assessment results and determine any necessary changes for future sexuality education instruction.

7.3 Apply assessment results to the continuous improvement of their sexuality education instruction.