

## Mapping State Sexuality Education Standards and Evidence-Based Curricula to the National Sexuality Education Standards



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### Objectives

- Articulate the goal of the *National Sexuality Education Standards: Core Content and Skills, K-12*
- Understand how to map state sexuality education standards to the *National Sexuality Education Standards*
- Understand how to map curricula to the *National Sexuality Education Standards*



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**Overview**



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**What is comprehensive sexuality education?**

Programs that build a foundation of knowledge and skills relating to human development, relationships, decision-making, abstinence, contraception, and disease prevention.

At each developmental stage, these programs teach age-appropriate, medically accurate information.<sup>1</sup>



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**Rationale for implementing comprehensive sexuality education**

- Need to provide effective, comprehensive sexuality education to young people.
- Health programs in schools can help young people succeed academically.
- Parents overwhelmingly favor comprehensive sexuality education.<sup>1</sup>



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### What are education standards?

- Provide clear expectations of what students should know and be able to do.
- Help teachers determine the knowledge and skills students should have.<sup>2</sup>



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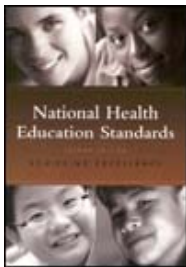
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### National Health Education Standards<sup>3</sup>



- Developed in 1995 to establish, promote, and support health-enhancing behaviors.
- Focuses on student's ability to understand key concepts and learn particular skills for using that content.
- Do not address any specific content areas for sexuality education.



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### How were the National Sexuality Education Standards developed?



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## Development of the National Sexuality Education Standards

- American Association of Health Education, the American School Health Association, the National Education Association Health Information Network, and the Society of State Leaders of Health and Physical Education, and the Future of Sex Education (FoSE) Initiative.<sup>4</sup>
- FOSE is a collaboration among Advocates for Youth, Answer, and the Sexuality Information and Education Council of the U.S. or SIECUS.<sup>5</sup>
- Advisory board of 40 professionals from the fields of health education, sexuality education, public health, public policy, philanthropy and advocacy, a strategic plan for sexuality education policy and implementation.<sup>6</sup>



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## Development of the National Sexuality Education Standards

- The National Health Education Standards heavily influenced the development of the NSES.<sup>1</sup>
- The NSES were further informed by:<sup>1,5</sup>
  - CDC’s Health Education Curriculum Analysis Tool;<sup>6</sup>
  - Existing state and international education standards;
  - the SIECUS Guidelines for Comprehensive Sexuality Education: Kindergarten - 12th Grade;<sup>7</sup> and
  - the Common Core State Standards for English Language Arts and Mathematics.<sup>8</sup>



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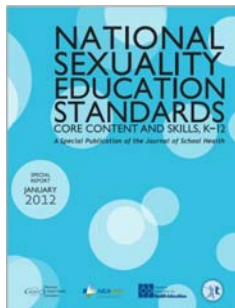
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## What are the National Sexuality Education Standards?



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**What is the goal of the National Sexuality Education Standards?**

Provide clear, consistent and straightforward guidance on the *essential, minimum* core content and skills for sexuality education that is developmentally and age-appropriate for students in grades K-12.<sup>1</sup>



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**NSES are designed to:<sup>1</sup>**

1. Outline the minimum, essential content and skills for sexuality education.
2. Assist schools in delivering sexuality education that is planned, sequential and part of a comprehensive school health education approach.



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**NSES are designed to:<sup>1</sup>**

3. Provide a clear rationale for teaching sexuality education content and skills that is evidence-informed, age-appropriate, and theory-driven.
4. Support schools in improving academic performance by addressing a content area that is both highly relevant to students and directly related to high school graduation rates.



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**NSES are designed to:<sup>1</sup>**

- 5. Present sexual development as a normal, natural, healthy part of human development.
- 6. Offer clear, concise recommendations for school personnel on what is age-appropriate.
- 7. Translate an emerging body of research related to school-based sexuality education so that it can be put into practice in the classroom.



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**How are the National Sexuality Education Standards Organized?**



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**The NSES are organized by:<sup>1</sup>**

- 7 topics chosen as the framework for the minimum, essential content and skills for K-12 sexuality education.
- 8 performance indicators: what students should know and be able to do by the end of grades 2, 5, 8, and 12.



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## 7 National Sexuality Education Standards Topics

1. Anatomy and Physiology (AP)
2. Puberty and Adolescent Development (PD)
3. Identity (ID)
4. Pregnancy and Reproduction (PR)
5. Sexually Transmitted Diseases and HIV (SH)
6. Healthy Relationships (HR)
7. Personal Safety (PS)



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## NSES 8 Key Indicators

1. Core Concepts (CC)
2. Analyzing Influences (INF)
3. Accessing Information (AI)
4. Interpersonal Communication (IC)
5. Decision-Making (DM)
6. Goal-Setting (GS)
7. Self Management (SM)
8. Advocacy (ADV)



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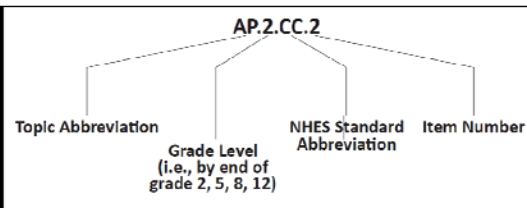
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## Key to Indicators<sup>1</sup>



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### Standards by Grade Level

GRADE K-2		Core Concepts	Anatomy	Physiology	Interpersonal	Decision-Making Skills	Goal Setting	Self-Management	Advocacy Skills
<b>ANATOMY &amp; PHYSIOLOGY</b>									
By the end of the 2 <sup>nd</sup> grade, students should be able to:									
Use proper terms to label parts of the female anatomy.	Use proper terms to label parts of the male anatomy.								
<b>PHYSIOLOGY AND REPRODUCTION</b>									
By the end of the 2 <sup>nd</sup> grade, students should be able to:									
Describe the functions of the female reproductive system.	Describe the functions of the male reproductive system.								
<b>PHYSIOLOGY AND REPRODUCTION</b>									
By the end of the 2 <sup>nd</sup> grade, students should be able to:									




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### Standards by Topic Area

ANATOMY AND PHYSIOLOGY									
Core Concepts	Anatomy	Physiology	Interpersonal	Decision-Making Skills	Goal Setting	Self-Management	Advocacy Skills		
By the end of the 6 <sup>th</sup> grade, students should be able to:									
Use proper terms to label parts of the female anatomy.	Use proper terms to label parts of the male anatomy.								
By the end of the 6 <sup>th</sup> grade, students should be able to:									
Describe the functions of the female reproductive system.	Describe the functions of the male reproductive system.								
By the end of the 6 <sup>th</sup> grade, students should be able to:									




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## Using the National Sexuality Education Standards




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### State Level

- Review state policy on sexuality education to assess whether the policy supports the adaptation or implementation of the NSES.
- Map state standards to the NSES to identify gaps and areas for improvement to your state standards.
- Utilize NSES for pre-service training.
- Incorporate the NSES into professional development opportunities for the superintendent, school board members, and other state level personnel.



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### District Level

- Review district policy on sexuality education to assess whether the policy supports the adaptation or implementation of the NSES.
- Assist in curriculum selection by mapping evidence-based curricula to the NSES.



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### School/Classroom Level

- Incorporate the NSES into professional development opportunities for teachers and other school faculty members, including school nurses.
- The NSES can be leveraged to assist in curriculum selection.



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**Mapping to the National Sexuality  
Education Standards**

**Map to state standards**      **Map to curricula**



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**Mapping to State Standards**

*Health Education Content Standards for  
California Public Schools: Kindergarten  
Through Grade 12<sup>9</sup>*



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***Health Education Content Standards  
for California Public Schools:<sup>9</sup>***

- The *Health Education Content Standards for California Public Schools* define the essential skills and knowledge that students need to become “health literate.”
- A primary goal of the *Standards* is to improve academic achievement and health literacy for all students.



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**Health Education Content Standards for California Public Schools:<sup>9</sup>**

The Health Education Content Standards for California, are organized by 8 overarching health content standards and 6 content areas.



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**California's 8 Overarching Content Standards**

- **Standard 1:** Essential Health Concepts
- **Standard 2:** Analyzing Health
- **Standard 3:** Accessing Valid Health Information
- **Standard 4:** Interpersonal Communication
- **Standard 5:** Decision Making
- **Standard 6:** Goal Setting
- **Standard 7:** Practicing Health-Enhancing Behaviors
- **Standard 8:** Health Promotion



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**California's 6 Content Areas**

1. Nutrition and Physical Activity
2. Growth, Development, and Sexual Health
  - Growth and Development
  - Sexual Health
3. Injury Prevention and Safety
4. Alcohol, Tobacco, and Other Drugs
5. Mental, Emotional, and Social Health
6. Personal and Community Health



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## Mapping the Health Education Content Standards for California Public Schools to the National Sexuality Education Standards




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## Mapping the Health Education Content Standards for California Public Schools to the NSES

**Grade Level Content Expectations Aligned with National Sexuality Education Standards  
Grades 6-8 (or insert other here)**  
→ STRANDS 1-7

**By end of 8<sup>th</sup> Grade**

**STRAND 1: ANATOMY & PHYSIOLOGY**  
(Insert State Mandate link here)

National Standards Core Concepts	Direct Correlation to State Mandate	Labeled differently	Included in another grade level and/or in a different content area	Cases in state mandate not addressed well or at all
AP.8.CC.1 Describes the male and female sexual and reproductive systems including body parts and their functions.	☑			
AP.8.AE.1 Identifies accurate and credible sources of information about sexual health.	☑			




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## Mapping the Health Education Content Standards for California Public Schools to the NSES

**STRAND 1: ANATOMY & PHYSIOLOGY**  
(Insert State Mandate link here)

National Standards Core Concepts	Direct Correlation to State Mandate	Labeled differently	Included in another grade level and/or in a different content area	Cases in state mandate not addressed well or at all
AP.8.CC.1 Describes the male and female sexual and reproductive systems including body parts and their functions.	☑			
AP.8.AE.1 Identifies accurate and credible sources of information about sexual health.	☑			




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### Mapping the Health Education Content Standards for California Public Schools to the NSES

**STRAND 1: ANATOMY & PHYSIOLOGY**  
 (Insert State Mandate link here)

National Standards Core Concepts	Direct Correlation to State Mandate	Labeled differently.	Included at another grade level and/or in a different content area.	Gaps in state mandate, not addressed well or at all.
AP.8.CC.1 Describe the male and female sexual and reproductive systems including body parts and their functions	<input type="checkbox"/> <i>"Explain the structure, function and major parts of the human reproductive system"</i>	Labeled as – Standard 1: Essential Health Concepts	Included in grade 5 and under the concept Growth, Development, and Sexual Health	
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	<input type="checkbox"/> <i>"Locate medically and scientifically accurate sources of information on reproductive health"</i>	Labeled as – Standard 3: Accessing Valid Information	Included in grades 7 & 8 under the Growth Development, and Sexual Health concept	Does not refer to sexual health, only reproductive




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### Mapping the Health Education Content Standards for California Public Schools to the NSES

- After completing each of the sections, you will have a clear understanding of what gaps still exist in your standards.
- In some cases, your state standards might cover topics beyond those that are identified in the NSES.




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Select mapping tool

Move forward with module




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## Mapping to curricula

*Reducing the Risk*



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## ***Reducing the Risk***<sup>10</sup>

- High-school-level, evidence-based, sexuality education curriculum.
- Designed to reduce the frequency of unprotected sexual intercourse by:
  - Delaying or reducing the frequency of intercourse; or
  - Increasing contraceptive practice.



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## ***Reducing the Risk***<sup>10</sup>

- Can be used with low-risk youth, sexually inexperienced youth, multi-ethnic population youth, as well as urban, suburban, and rural youth.
- Composed of 16-sessions lasting 45 minutes each and expandable to 90 minutes if desired.



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## Mapping Reducing the Risk to the National Sexuality Education Standards




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## Mapping Reducing the Risk to the NSES

**Curriculum Mapping Tool**  
Alignment with National Sexuality Education Standards  
Grades 9-12

→ Standards 1-2


Note: The complete National Sex. Ed Standards is available online at: [HYPERLINK "http://www.futureofsexeducation.org/"](http://www.futureofsexeducation.org/)

Title:  
Author & Publisher:  
Publication date:

→ **By end of 12<sup>th</sup> Grade**

**STRAND 1: ANATOMY & PHYSIOLOGY**

National Standards Core Concepts	Rubric score for how completely standard is addressed Key: 0 = Not at all; 1 = partially; 2 = fully	Included at what grade level and/or in a different content area? If so, where?	Lesson title and page number that applies
AP.12.CC.1 Describe the human sexual response cycle, including the role hormones play	<input type="checkbox"/>		



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## Mapping Reducing the Risk to the NSES

**STRAND 3: PUBERTY & ADOLESCENT DEVELOPMENT**

National Standards Core Concepts	Rubric score for how completely standard is addressed Key: 0 = Not at all; 1 = partially; 2 = fully	Included at another grade level and/or in a different content area? If so, where?	Lesson title and page number that applies
<p><b>PD.12.CC.1</b> Describe how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood</p> <p><b>PD.12.INF.1</b> Analyze how trends, family, media, society and culture can influence self concept and body image</p> <p><b>PD.12.DM.1</b> Apply a decision making model to various situations relating to sexual health</p>			



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## Mapping Reducing the Risk to the NSES

STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT			
National Standards Core Concepts	Rubric score for how completely standard is addressed Key: 0 = not at all; 1 = partially; 2 = fully	Included at another grade level and/or in a different content area? If so, where?	Lesson title and page number that applies
<b>PD.12.CC.1</b> Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood	0 - not at all		
<b>PD.12.INF.1</b> Analyze how friends, family, media, society and culture can influence self concept and body image	0 - not at all		
<b>PD.12.DM.1</b> Apply a decision making model to various situations relating to sexual health.	2 - fully		#1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10




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Select mapping tool

Move forward with module




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## Summary

- Research has confirmed the need to provide evidence informed, comprehensive sexuality education to young people.<sup>1</sup>
- U.S. has one of the highest teen pregnancy rates and U.S. teens bear a disproportionate impact of STD and HIV epidemics.<sup>11,12</sup>
- NSES set groundwork for the minimum, essential content and skills of comprehensive sexuality education.<sup>1</sup>




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### References

1. *National Sexuality Education Standards: Core Content and Skills, K-12.* Future of Sex Education Initiative (a special publication of the *Journal of School Health*), 2012.
2. *Frequently Asked Questions.* Common Core State Standards Initiative. 2012.
3. Adolescent and School Health. *National Health Education Standards.* Centers for Disease Control and Prevention, 2012.
4. Conley, S. "Groundbreaking National Sexuality Education Standards Set the New Gold Standard for Sexuality Education in Public Schools." American School Health Association, 2012.
5. *FoSE Future of Sex Education.* Future of Sex Education Initiative, 2012.
6. Adolescent and School Health. *Health Education Curriculum Analysis Tool (HECAT).* Centers for Disease Control and Prevention, 2012.
7. National Guidelines Task Force. *Guidelines for Comprehensive Sexuality Education, 3rd Edition.* Sexuality Information and Education Council of the United States, 2004.
8. *Home.* Common Core State Standards Initiative, 2012.
9. *Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve.* California State Board of Education, 2008.
10. *Reducing the Risk (RTR): Building Skills to Prevent Pregnancy, HIV and STD, 5th Edition.* ETR Associates, 2012.




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### Additional Resources

1. American Association for Health Education
2. American School Health Association
3. National Education Association Health Information Network
4. The Society of State Leaders of Health and Physical Education
5. Future of Sex Education
6. Advocates for Youth
7. Answer
8. Sexuality Information and Education Council (SIECUS)




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Thank you!

For questions and additional information, contact:

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