## http://www.aplu.org/document.doc?id=3482 Professional Preparation Program Curriculum Mapping Tool for Implementation of the National Teacher Preparation Standards for Sexuality Education

**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)										
Standards & Indicators	Freshman Semester 1	Freshman Semester 2	Sophomore Semester 1	Sophomore Semester 2	Junior Semester 1	Junior Semester 2	Senior Semester 1	Senior Semester 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.										
Describe the importance of sexuality education as an integral part of K-12 health education.										
Demonstrate awareness of their own personal values, beliefs, biases, and experiences related to sexuality education.										
Demonstrate how their personal values, beliefs, biases, and experiences can influence the way they teach sexuality education.										
Model self-efficacy to teach sexuality education in age- and developmentally-appropriate ways										
Select their own continuing professional development needs relating to school-based sexuality education.										
2. DIVERSITY AND EQUITY: Shi influence student learning at	-		l, family and	cultural cha	racteristics a	nd experier	nces that ma	ау		
2.1 Demonstrate the ability to create	Jour Sexuaiir	y. 								
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;								
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.								<u> </u>
4. LEGAL AND PROFESSIONAL		ake decision	s based on a	pplicable fe	deral, state a	ind local lav	vs, regulation	ns and
policies as well as professional	ethics.		Ī		T		T	
<b>4.1</b> 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.								
<b>4.2</b> Explain the policies and ethics								
associated with student								
confidentiality relating to								
sexuality and sexual health issues.								
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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.								
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4.4	Differentiate between								
	professional and unprofessional								
	conduct with students, both in								
	and outside of the classroom								
	and school.								
5	PLANNING: Plan developmer	tally and an	e- and devel	onmentally-a	nnronriate	sexuality edu	cation that	is aligned w	ith
	standards, policies and laws					Schaality Cat	ication that	is aligned w	
		and renects	The diversity	y or the com	numty.	ı		ı	
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 va	riety of effec	ctive strategi	ies to teach s	exuality ed	ucation.			
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.								
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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.									