

SEXUAL HEALTH EDUCATION



Aug 21, 2018

K-12 Standards Comparison

This report compares and analyzes the 2016 Washington State Health Education K-12 Learning Standards and the National Sexuality Education Standards.

Sexual Health Education

K-12 STANDARDS COMPARISON

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OVERVIEW

The purpose of the work described in this report is to compare the Washington State Health Education K-12 Learning Standards to the National Sexuality Education Standards (NSES). It addresses the question, are Washington's sexual health outcomes comprehensive, and do they align with the national standards? Washington's sexual health outcomes are indeed comprehensive, and they do align with the national standards. There is some modest variation in topic coverage where the state standards may have more or fewer outcomes than the national standards, but all the topics align and are covered in both sets of standards.

Educators may find this report of value as they are examining or using curricular materials. Many curricula are aligned with the NSES and provide teacher guidance about the outcomes covered in each lesson. This crosswalk can be used to see which state outcomes – associated with specific NSES outcomes – are covered and where supplementation may be necessary to address enhanced Washington state outcomes where no NSES outcome exists.

Educational leaders and policy makers may find this report of value by reviewing the data that shows the degree of alignment between the state and national standards and outcomes with regard to sexual health education. They will be assured that strong alignment exists at the topic level at all grade levels.

The NSES were developed in 2007. The Washington State Health Education K-12 Learning Standards were developed in 2016. Washington's outcomes are stronger in three notable areas, appropriate use of technology, Washington state laws, and self-identity. The workgroup that developed the state standards used more current research to augment outcomes in topic areas that were undergoing rapid transformation, like use of social media and gender identity.

In 2014, OSPI commissioned a similar standards comparison report that compared the NSES to the then-current Washington Health Education standards and the common core standards for English language arts. The purpose of the earlier report was to identify alignment and gaps and show opportunities for cross-curricular integration. ELA outcomes focus on developing critical thinking skills, but don't specify which subjects to cover. Educators interested in cross-disciplinary teaching may find it of value to use both the 2014 report and this one to identify or create lessons that satisfy both WA Health and ELA grade level outcomes, using sexual health as the subject through the connected set of standards – NSES – that are aligned to both the WA Health and ELA outcomes.

Key takeaways from this report include:

- Washington State Health Education K-12 Learning Standards comprehensively address the content and skills covered in the National Sexuality Education Standards. Some topics are covered in more or less depth than the national standards, but all topics are addressed at age-appropriate grade levels.
- Washington's standards and grade-level outcomes (2016) include enhancements not addressed in the NSES (2007) due primarily to the rapidly changing environment related to use of social media and gender research. State outcomes also address Washington state law in ways that national standards cannot.
- Washington's coverage of the NSES outcomes is distributed across several core ideas. Most of the NSES matches are found in the Sexual Health core idea, but many are found in Social Emotional Health, Wellness, and Safety. Many topics, like Healthy Relationships, go well beyond sexual health and form the basis for good social emotional health and overall wellness as an example.

DESCRIPTION OF STANDARDS SETS

Washington State Health Education K-12 Learning Standards

The Washington State Health Education K-12 Learning Standards are based on the National Health Education Standards. There are eight overarching standards.

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

The standards are organized by Core Ideas, which include:

- Wellness (W)
- Safety (Sa)
- Nutrition (N)
- Sexual Health (Se)
- Social Emotional Health (So)
- Substance Use and Abuse (Su)



Figure 1. WA outcome code description.

Most of the comparison work will be in the core idea of Sexual Health. In some instances, there are overlaps with other core ideas, like safety or social emotional health.

The core ideas are further bisected by topics, as shown in the following chart. There is some variation in topic complexity and content between elementary (K-5) and middle/high school (6-12).

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Table 1. WA topics by core idea for grades K-5 and 6-12.

Core Idea	K–5 Topics	6–12 Topics
Wellness (W)	<ol style="list-style-type: none"> 1. Dimensions of Health 2. Hygiene 3. Disease Prevention 4. Analyzing Influences 5. Access Valid Information 6. Communication 7. Decision-Making 8. Goal-Setting 	<ol style="list-style-type: none"> 1. Dimensions of Health 2. Disease Prevention 3. Analyzing Influences 4. Access Valid Information 5. Communication 6. Decision-Making 7. Goal-Setting
Safety (Sa)	<ol style="list-style-type: none"> 1. Injury Prevention 2. First Aid 3. Violence Prevention 	<ol style="list-style-type: none"> 1. Injury Prevention 2. First Aid 3. Violence Prevention
Nutrition (N)	<ol style="list-style-type: none"> 1. Food Groups and Nutrients 2. Beverages 3. Label Literacy 4. Caloric Intake and Expenditure 5. Disease Prevention 6. Nutritional Planning 	<ol style="list-style-type: none"> 1. Food Groups and Nutrients 2. Beverages 3. Label Literacy 4. Caloric Intake and Expenditure 5. Disease Prevention 6. Nutritional Planning
Sexual Health (Se)	<ol style="list-style-type: none"> 1. Anatomy and Physiology 2. Growth and Development 3. Reproduction 4. HIV Prevention 5. Self-Identity 6. Healthy Relationships 	<ol style="list-style-type: none"> 1. Anatomy, Reproduction, and Pregnancy 2. Puberty and Development 3. Self-Identity 4. Prevention 5. Healthy Relationships
Social Emotional Health (So)	<ol style="list-style-type: none"> 1. Self-Esteem 2. Body Image 3. Stress Management 4. Expressing Emotions 5. Harassment, Intimidation, and Bullying 	<ol style="list-style-type: none"> 1. Self-Esteem 2. Body Image and Eating Disorders 3. Stress Management 4. Expressing Emotions 5. Harassment, Intimidation, and Bullying
Substance Use and Abuse (Su)	<ol style="list-style-type: none"> 1. Use and Abuse 2. Effects 3. Prevention 	<ol style="list-style-type: none"> 1. Use and Abuse 2. Effects 3. Prevention 4. Treatment 5. Legal Consequences

National Sexuality Education Standards

The National Sexuality Education Standards (NSES) are based upon the same national health education standards that Washington state used to develop the Health and Physical Education Standards. The NSES can be found at www.futureofsexed.org/nationalstandards.html. They were developed in 2007 in partnership with Advocates for Youth and the Sexuality Information and Education Council of the US (SIECUS).

The national standards cover seven topics as part of a comprehensive minimum set of essential content and skills.

- Anatomy and Physiology
- Puberty and Adolescent Development
- Identity
- Pregnancy and Reproduction
- Sexually Transmitted Diseases and HIV
- Healthy Relationships
- Personal Safety

Key To Indicators

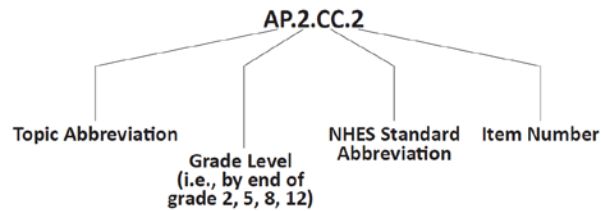


Figure 2. NSES outcome code description.

One key difference between WA standards and NSES is that the NSES is organized by grade band (K-2, 3-5, 6-8, HS) rather than specific grade level, like the WA standards. Because of this organizational structure difference, WA outcomes were combined into grade bands (e.g. K, 1, 2) for comparison purposes.

HIGH LEVEL COMPARISON

There is significant overlap between the NSES outcomes and the WA HPE Sexual Health Education outcomes. Both sets are comprehensive. There are just a few areas where the state and national standards differ in the level of emphasis placed on particular topics within sexual health, which are described later in this report.

First, there is 100% alignment between the eight Washington Health Education Standards and the NSES standards, because they both were derived directly from the National Health Education Standards.

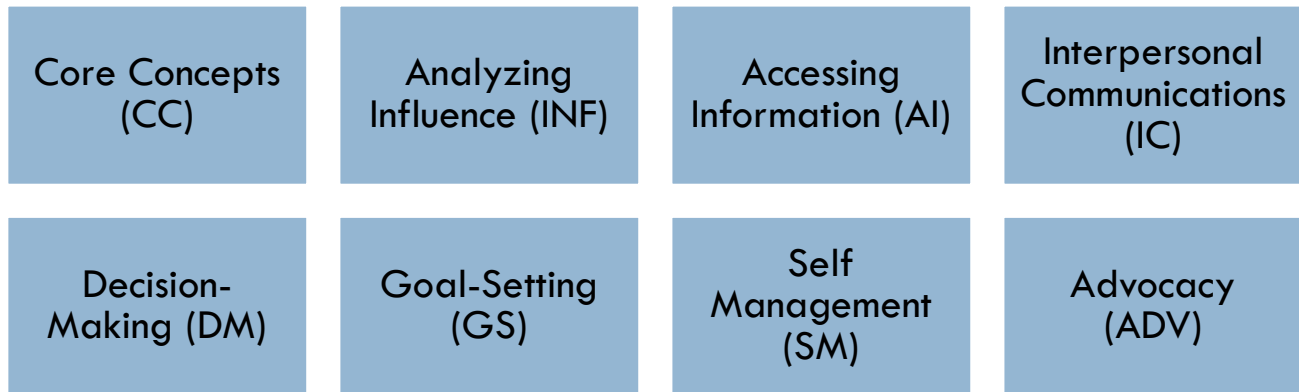


Figure 3. National Health Education Standards Framework.

At the topic level, there is 100% alignment, although some topics are emphasized to a greater degree in either the national or state standards. As can be seen in the following topic-level heat maps by grade band, all topics in both the national and the state standards sets are covered by both sets of standards. The counts inside each colored box indicate the number of matched outcomes between the NSES and WA HPE standards.

One of the more interesting observations about the analysis is that Washington state outcomes for a given topic are spread out across different areas. Take for instance, Healthy Relationships. Looking down the NSES Healthy Relationship column for grade band K-2, one can see that matches occur in Washington's topics: Communications, Expressing Emotions, and Healthy Relationships. Looking across the row for the Washington topic Healthy Relationships, one can see a concentration in the NSES topics of Healthy Relationships and Personal Safety. Washington state used a more integrative approach to addressing topics. NSES has a more compartmentalized approach. This observation is not intended to convey that one approach is better than the other, it simply notes the difference.

Relationships by Topic Area for Grade Range: K-2

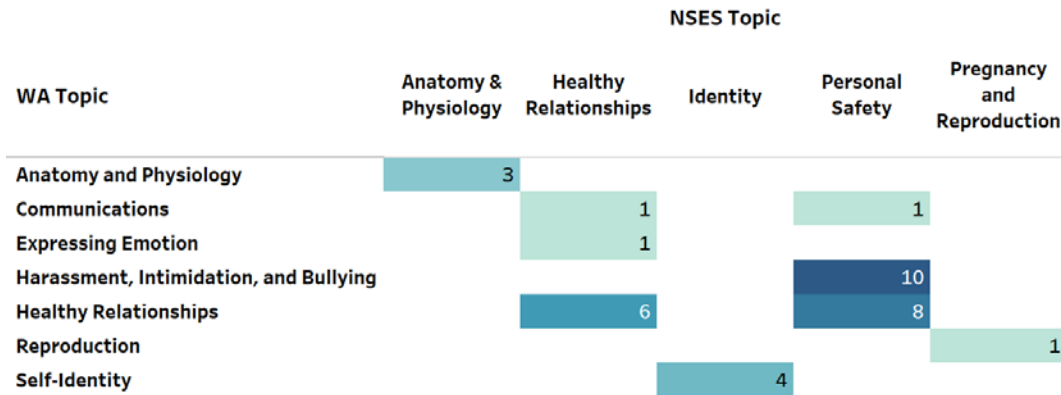


Figure 4. Heat map showing count of relationships by topic for grades K-2.

Relationships by Topic Area for Grade Range: 3-5

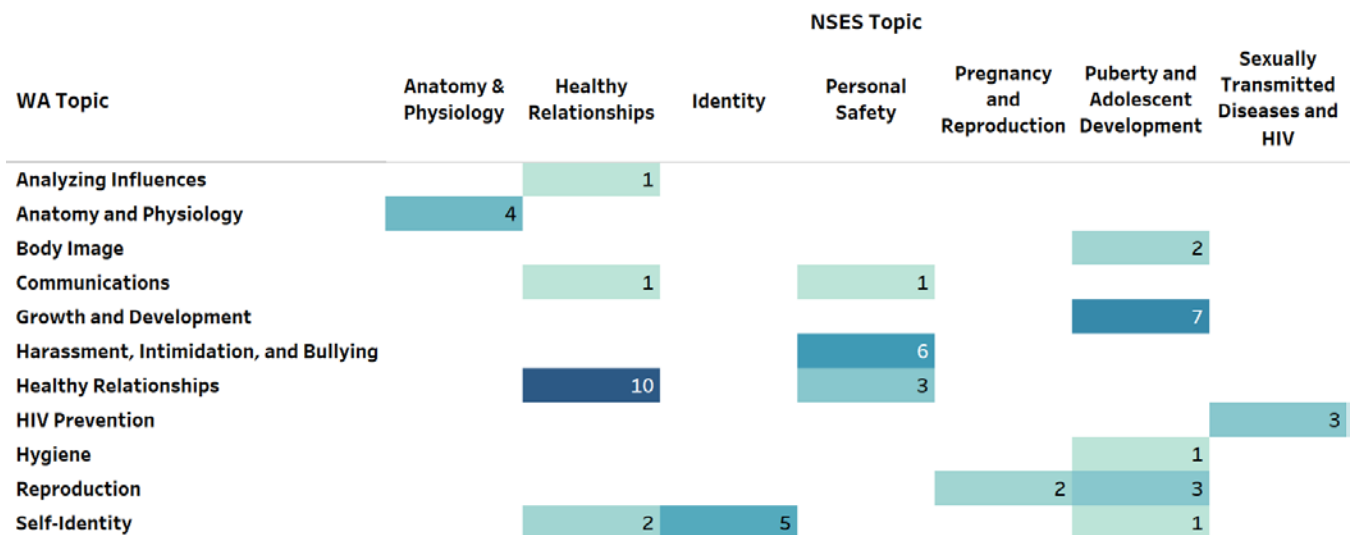


Figure 5. Heat map showing count of relationships by topic for grades 3-5.

Relationships by Topic Area for Grade Range: 6-8

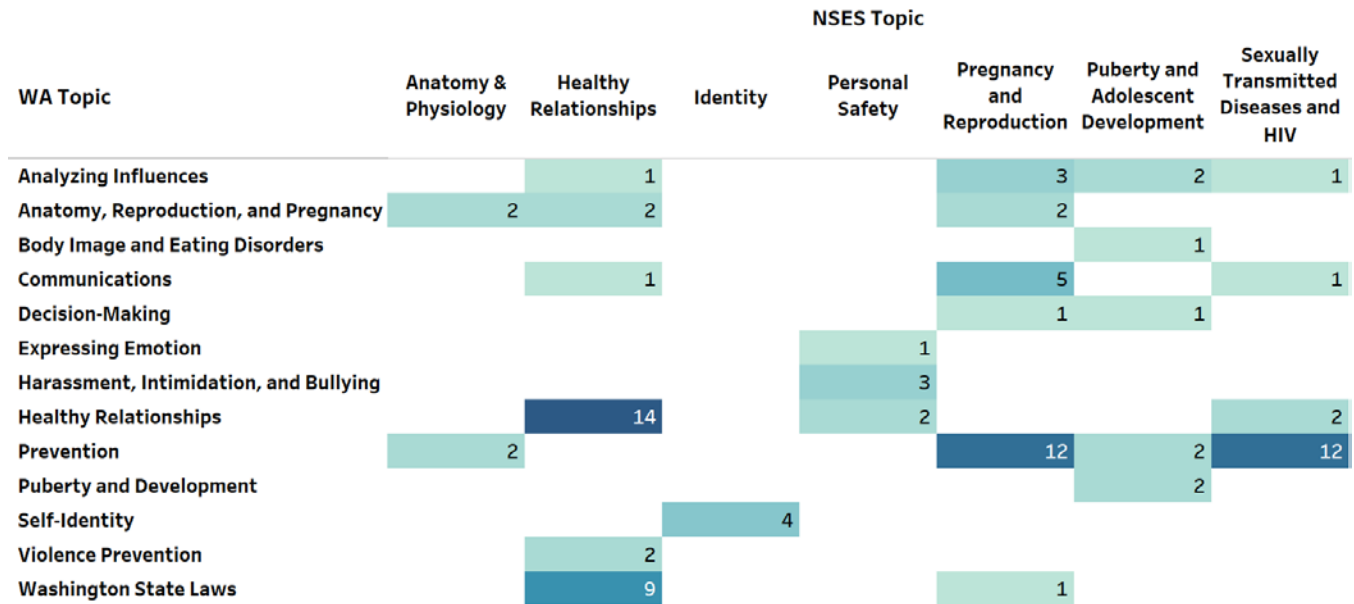


Figure 6. Heat map showing count of relationships by topic for grades 6-8.

Relationships by Topic Area for Grade Range: 9-12

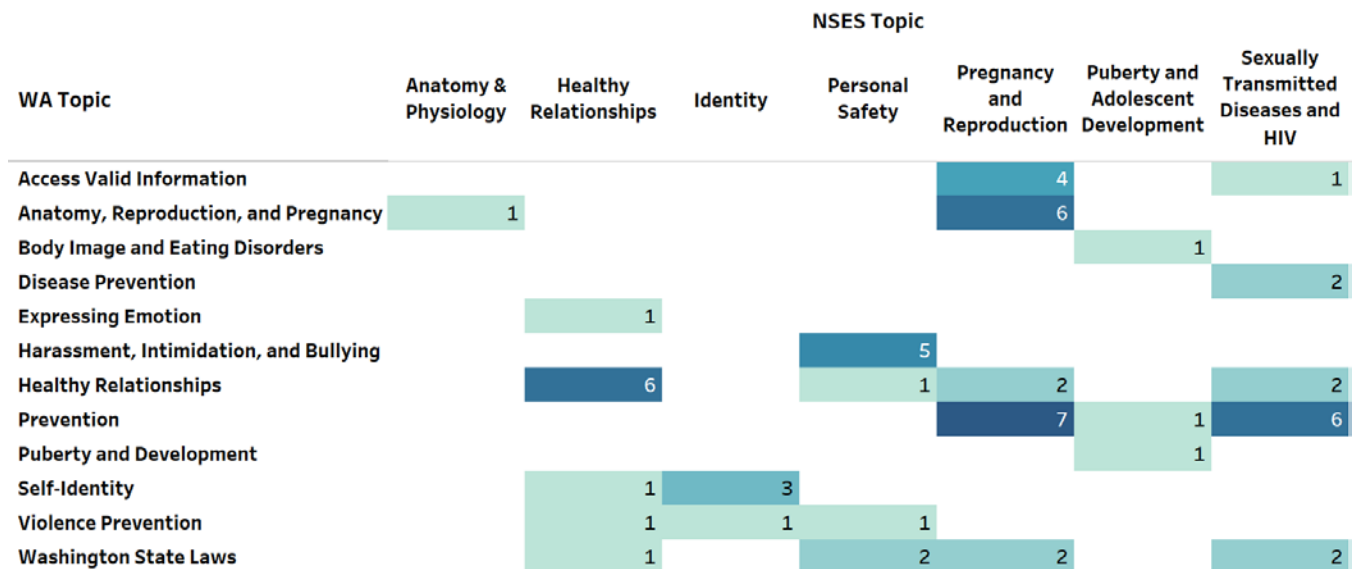


Figure 7. Heat map showing count of relationships by topic for grades 9-12.

Number of matches by relationship strength

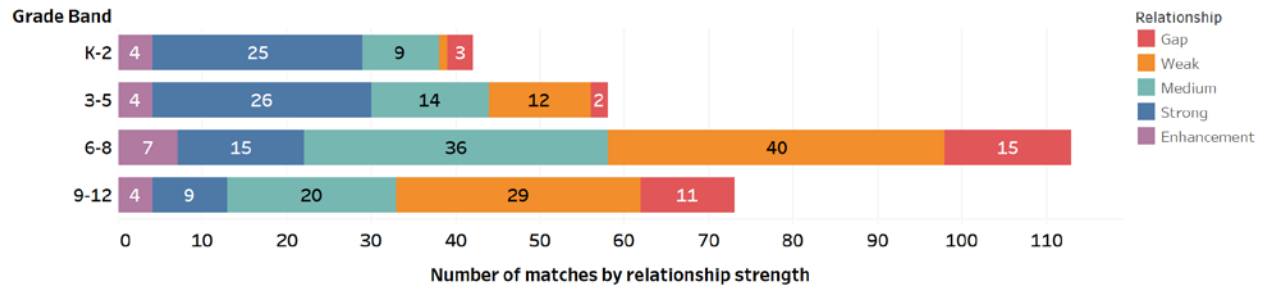


Figure 8. Bar chart showing number of outcome matches by relationship strength, by grade band.

DETAILED COMPARISON

Outcomes were compared between the WA and NSES standards sets by grade band. Outcomes were matched if they covered at least 33% of the expressed content.

Table 2. Logic model for relationship definition.

	If NSES Outcome EXISTS	If NSES Outcome does NOT EXIST
If WA Outcome EXISTS	Count as a match	Count as an enhanced outcome, does not count as a gap
If WA Outcome does NOT EXIST	Count as a gap	N/A

For matched outcomes, an initial rating of strong, medium, weak, or gap was assigned by the study author. Then, the initial ratings were reviewed by a two-person team of OSPI sexual health education specialists. About 10% of the initial ratings were adjusted based upon their expert analysis.

Table 3. Rating rubric for determining relationship strength.

Rating	Criteria
Strong	<ul style="list-style-type: none"> At least 80% of the specific content is the same between two outcomes, and Both outcomes have similar depths of knowledge.
Medium	<ul style="list-style-type: none"> 50-80% of the content between two outcomes matches, regardless of the depth of knowledge, or At least 80% of the content matched, but the depth of knowledge was significantly different.
Weak	<ul style="list-style-type: none"> One-third of the content between two outcomes matched, or About half the content matched but at a significantly different depth of knowledge.
Gap	<ul style="list-style-type: none"> Less than 33% of the content matched and the depth of knowledge was significantly different.

The following table shows examples of relationship ratings between WA and NSES outcomes, along with the analysis that shows why the rating was selected. It is important to note that this process is subject to human judgment and thus not entirely objective, and that reasonable people could come to different conclusions about the ratings assigned to outcome pairs. Individual school districts or educators may have different opinions on the strength of relationships than those provided in this report.

Table 4. Match rating examples and analysis for determining rating.

WA HPE Outcome	NSES Outcome	Rating	Analysis
Recognize bullying and teasing. H1.So5.K	Explain what bullying and teasing are. PS.2.CC.2	Strong	The content, <i>bullying and teasing</i> , is the same. The depths of knowledge (<i>recognize, explain</i>) are similar.
Recognize bullying and teasing. H1.So5.K	Explain why bullying and teasing are wrong. PS.2.CC.3	Medium	The content is the same, but the depths of knowledge (<i>recognize, explain why</i>) are significantly different.
Understand importance of treating others with respect regarding gender identity. H1.Se5.3b	Demonstrate ways to treat others with dignity and respect. ID.5.SM.1	Weak	The WA outcome is about respecting others regarding their gender identity, which is very specific. The NSES outcome is more broadly defined. The reviewer felt that about half the content matched. The depths of knowledge (<i>understand vs. demonstrate</i>) are significantly different.
Describe how living things grow and mature. H1.Se2.1		Enhancement	There is no NSES outcome in the K-2 grade band that discusses growth and maturation of living things.
	Develop a plan to promote dignity and respect for all people in the school community. ID.8.ADV.2	Gap	There is no WA outcome in the 6-8 grade band that directly addresses developing a plan to promote dignity and respect for all people in the school community.

K-2 Comparison

The K-2 grade-level outcomes for WA and NSES are reasonably consistent. The following bubble chart shows the number of matched outcomes by WA and NSES topics where at least two outcomes matched. The bubble

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color indicates the NSES topic, and the bubble size indicates the number of outcome matches. As can be seen below, Personal Safety is a major topic addressed in K-2. Washington covers the NSES Personal Safety outcomes primarily in the topics Healthy Relationships and Harassment, Intimidation, and Bullying.

NSES and WA Topic Alignment for Grades K-2

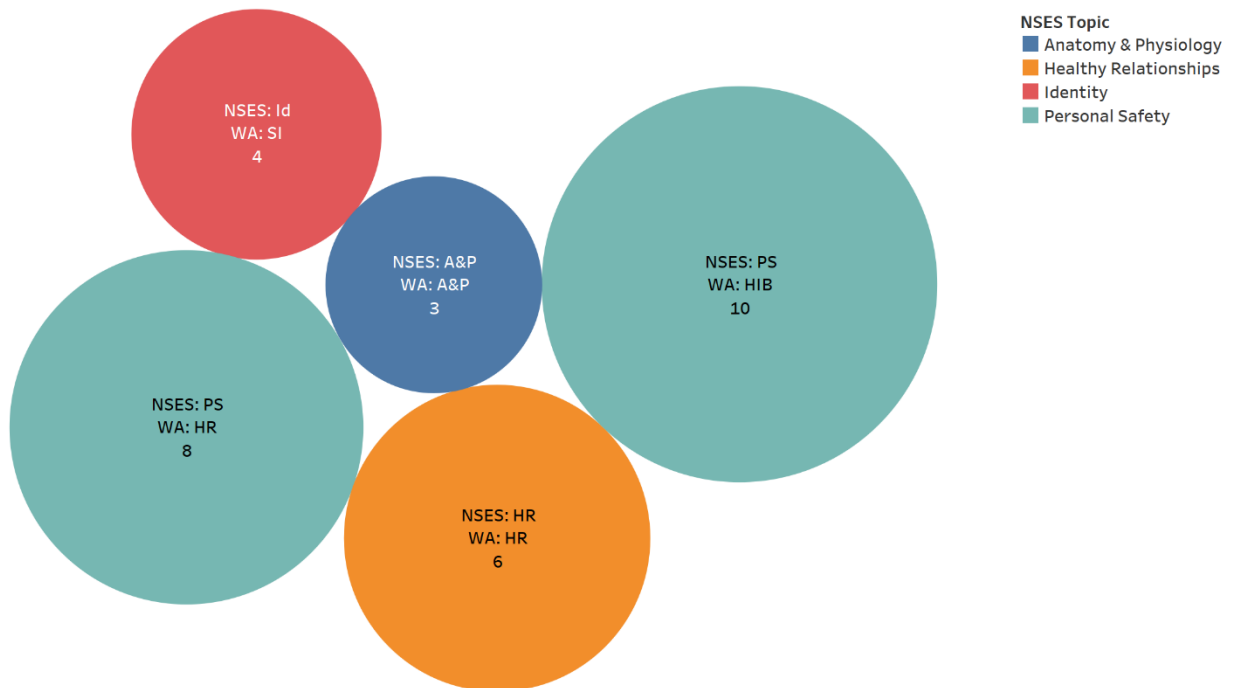


Figure 9. Bubble chart showing topic alignment for grades K-2 where 2 or more relationships exist between NSES and WA topics.

Table 5. Topic codes for NSES standards.

Code	NSES Topic
A&P	Anatomy & Physiology
HR	Healthy Relationships
Id	Identity
P&R	Pregnancy and Reproduction
PAD	Puberty and Adolescent Development
PS	Personal Safety
STD-HIV	Sexually Transmitted Diseases and HIV

Table 6. Topic codes for WA standards.

Code	WA Topic
A&P	Anatomy and Physiology
AI	Analyzing Influences
AR&P	Anatomy, Reproduction, and Pregnancy

Code	WA Topic
BI	Body Image
BI-ED	Body Image and Eating Disorders
Comm	Communications
DM	Decision-Making
DP	Disease Prevention
EE	Expressing Emotion
G&D	Growth and Development
HIB	Harassment, Intimidation, and Bullying
HIV	HIV Prevention
HR	Healthy Relationships
Hyg	Hygiene
Inf	Access Valid Information
P&D	Puberty and Development
Prev	Prevention
Repro	Reproduction
SI	Self-Identity
VP	Violence Prevention
WSL	Washington State Laws

The following table shows the alignment between specific outcomes from both the WA and the NSES standards.

Table 7. Kindergarten outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K	Identify healthy ways for friends to express feelings to each other. HR.2.IC.2	Strong
Identify safe and unwanted touch. H1.Se6.Kc	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Medium
Recognize bullying and teasing. H1.So5.K	Explain what bullying and teasing are. PS.2.CC.2	Strong
	Explain why bullying and teasing are wrong. PS.2.CC.3	Medium
Recognize characteristics of a friend. H1.Se6.Ka	Describe the characteristics of a friend. HR.2.CC.2	Strong
Recognize people have the right to refuse giving or receiving unwanted touch. H1.Se6.Kd	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Strong
Recognize ways to express feelings. H1.Se6.Kb	Identify healthy ways for friends to express feelings to each other. HR.2.IC.2	Medium

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WA Outcome	NSES Outcome	Relationship
Recognize ways to respond appropriately to bullying and teasing. H4.So5.K	Demonstrate how to respond if someone is bullying or teasing them. PS.2.IC.2	Strong
	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. PS.2.IC.1	Strong
Understand boys and girls have some body parts that are the same and some that are different. H1.Se1.K	Use proper names for body parts, including male and female anatomy. AP.2.CC.1	Medium
Understand living things grow and mature. H1.Se2.k		Enhancement
Understand there are many ways to express gender. H1.Se5.K	Describe differences and similarities in how boys and girls may be expected to act. ID.2.CC.1	Strong

Table 8. Grade 1 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. H4.W6.1	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. PS.2.IC.1	Medium
Describe characteristics of a friend. H1.Se6.1a	Describe the characteristics of a friend. HR.2.CC.2	Strong
Describe how living things grow and mature. H1.Se2.1		Enhancement
Describe how to tell a trusted adult about unwanted touch. H4.Se6.1	Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable. PS.2.SM.1	Strong
	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched. PS.2.AI.1	Strong
Explain safe and unwanted touch. H1.Se6.1c	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Medium
Explain that there are many ways to express gender. H1.Se5.1	Describe differences and similarities in how boys and girls may be expected to act. ID.2.CC.1	Strong
Identify healthy ways to express feelings. H1.Se6.1b	Identify healthy ways for friends to express feelings to each other. HR.2.IC.2	Strong

WA Outcome	NSES Outcome	Relationship
Identify medically accurate names for body parts, including external reproductive anatomy. H1.Se1.1	Use proper names for body parts, including male and female anatomy. AP.2.CC.1	Strong
List ways to respond appropriately to bullying and teasing. H4.So5.1	Demonstrate how to respond if someone is bullying or teasing them. PS.2.IC.2	Strong
	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. PS.2.IC.1	Strong
	Identify parents and other trusted adults they can tell if they are being bullied or teased. PS.2.AI.2	Weak

Table 9. Grade 2 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
	Demonstrate ways to show respect for different types of families. HR.2.IC.1	Gap
	Identify different kinds of family structures. HR.2.CC.1	Gap
	Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act. ID.2.INF.1	Gap
Demonstrate appropriate ways to express emotions. H4.So4.2	Identify healthy ways for friends to express feelings to each other. HR.2.IC.2	Medium
Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b	Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable. PS.2.SM.1	Medium
	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched. PS.2.AI.1	Strong
Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a	Identify healthy ways for friends to express feelings to each other. HR.2.IC.2	Strong
Explain why unwanted touches should be reported to a trusted adult. H1.Se6.2b	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched. PS.2.AI.1	Medium
Identify characteristics and benefits of healthy friendships. H1.Se6.2a	Describe the characteristics of a friend. HR.2.CC.2	Strong

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WA Outcome	NSES Outcome	Relationship
Understand importance of treating others with respect regarding gender expression. H1.Se5.2b		Enhancement
Understand living things can reproduce. H1.Se3.2	Explain that all living things reproduce. PR.2.CC.1	Strong
Understand physical changes are part of growth and development. H1.Se2.2		Enhancement
Understand there is a range of gender roles and expression. H1.Se5.2a	Describe differences and similarities in how boys and girls may be expected to act. ID.2.CC.1	Strong
Use medically accurate names for body parts, including external reproductive anatomy. H1.Se1.2	Use proper names for body parts, including male and female anatomy. AP.2.CC.1	Strong

3-5 Comparison

NSES and WA Topic Alignment for Grades 3-5

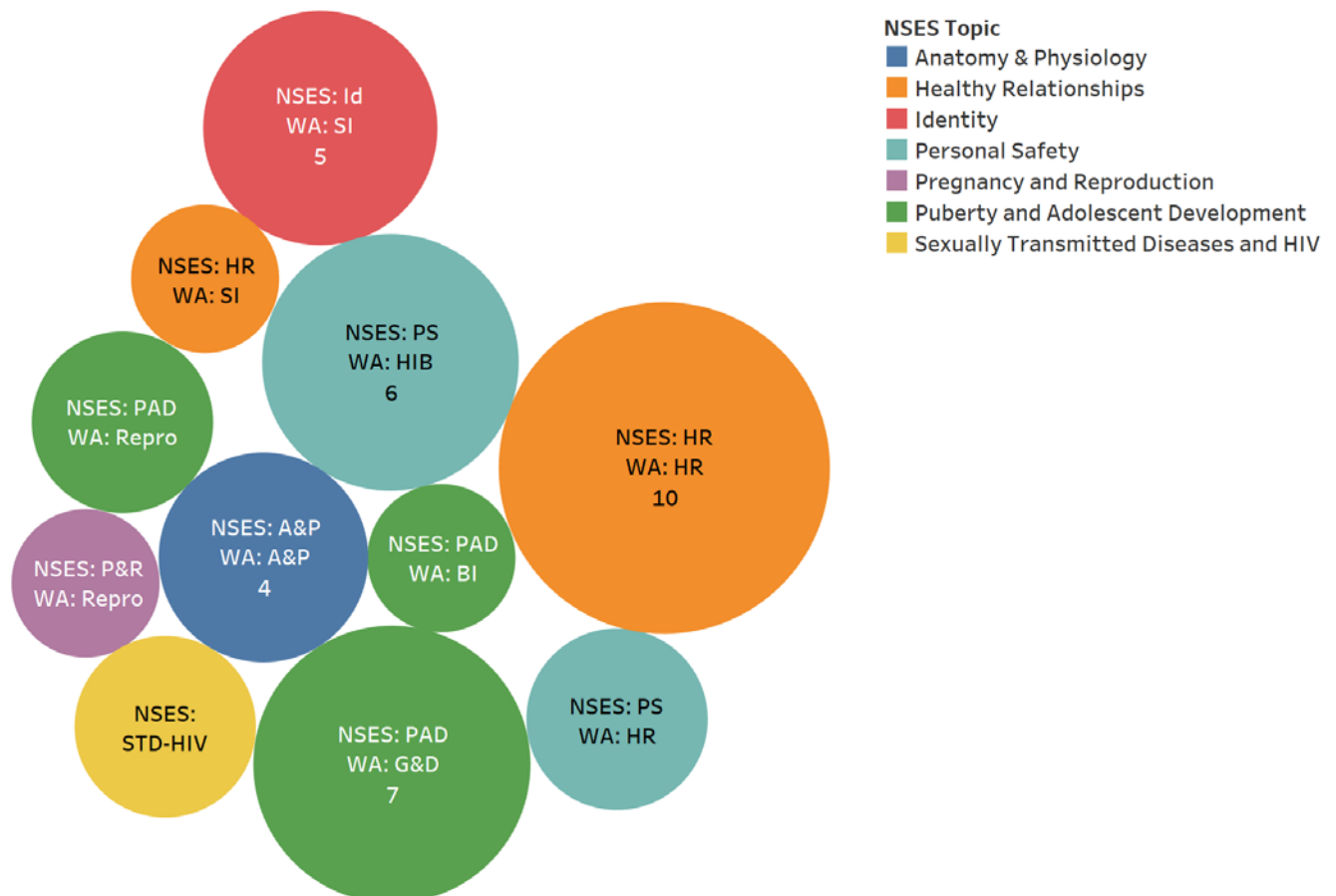


Figure 10. Bubble chart showing topic alignment for grades 3-5 where 2 or more relationships exist between NSES and WA topics.

Table 10. Grade 3 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Demonstrate effective refusal skills. H4.W6.3a	Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal). PS.5.IC.2	Strong
Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3	Identify parents and other trusted adults they can tell if they are being teased, harassed, or bullied. PS.5.AI.1	Medium
Explain that gender roles can vary considerably. H1.Se5.3a		Enhancement
Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b	Demonstrate positive ways to communicate differences of opinion while maintaining relationships. HR.5.IC.1	Strong
Identify trusted adults to communicate with about relationships. H4.Se6.3a	Demonstrate ways to communicate about how one is being treated. PS.5.IC.1	Weak
	Identify parents and other trusted adults they can talk to about relationships. HR.5.AI.2	Strong
	Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. PS.5.AI.2	Weak
List characteristics of healthy and unhealthy friendships. H1.Se6.3a	Describe the characteristics of healthy relationships. HR.5.CC.1	Strong
Recognize medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.3	Describe male and female reproductive systems including body parts and their functions. AP.5.CC.1	Medium
	Identify medically accurate information about female and male reproductive anatomy. AP.5.AI.1	Medium
Understand humans can reproduce. H1.Se3.3	Describe how puberty prepares human bodies for the potential to reproduce. PD.5.CC.3	Medium
	Describe the process of human reproduction. PR.5.CC.1	Medium
Understand importance of treating others with respect regarding gender identity. H1.Se5.3b	Demonstrate ways to treat others with dignity and respect. ID.5.SM.1	Weak
Understand puberty is part of the process of growth and development. H1.Se2.3	Explain the physical, social and emotional changes that occur during puberty and adolescence. PD.5.CC.1	Weak
Understand that a child is not at fault if an unwanted touch occurs. H1.Se6.3b		Enhancement

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Table 11. Grade 4 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Define sexual orientation. H1.Se5.4	Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender. ID.5.CC.1	Strong
Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.4	Identify parents or other trusted adults they can tell if they are being sexually harassed or abused. PS.5.AI.2	Weak
Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4	Demonstrate positive ways to communicate differences of opinion while maintaining relationships. HR.5.IC.1	Strong
Demonstrate ways to show respect for all people. H4.Se5.4	Demonstrate ways to treat others with dignity and respect. HR.5.SM.1	Strong
Describe characteristics of healthy friendships and other relationships. H1.Se6.4	Describe the characteristics of healthy relationships. HR.5.CC.1	Strong
Describe personal hygiene needs associated with the onset of puberty. H1.W2.4	Identify medically-accurate information and resources about puberty and personal hygiene. PD.5.AI.1	Weak
Explain importance of communicating with trusted adults about relationships. H2.Se6.4a	Identify parents and other trusted adults they can talk to about relationships. HR.5.AI.2	Strong
Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4		Enhancement
Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4	Describe male and female reproductive systems including body parts and their functions. AP.5.CC.1	Medium
Recognize puberty and physical development can vary considerably. H1.Se2.4b	Explain how the timing of puberty and adolescent development varies and can still be healthy. PD.5.CC.2	Strong
Understand how communicable diseases are transmitted. H1.Se4.4	Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission. SH.5.CC.1	Weak
Understand influences of family, culture, and media on body image. H2.So2.4	Describe how friends, family, media, society and culture can influence ideas about body image. PD.5.INF.1	Strong
Understand physical, social, and emotional changes occur during puberty. H1.Se2.4a	Explain the physical, social and emotional changes that occur during puberty and adolescence. PD.5.CC.1	Strong
Understand reproductive organs allow living things to reproduce. H1.Se3.4	Describe how puberty prepares human bodies for the potential to reproduce. PD.5.CC.3	Medium

WA Outcome	NSES Outcome	Relationship
Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b	Compare positive and negative ways friends and peers can influence relationships. HR.5.INF.1	Strong

Table 12. Grade 5 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
	Explain why people tease, harass or bully others. PS.5.INF.1	Gap
	Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues. PD.5.AI.2	Gap
Advocate for self and others to prevent bullying, harassment, and intimidation. H8.So5.5	Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, or bullied. PS.5.SM.1	Medium
	Persuade others to take action when someone else is being teased, harassed, or bullied. PS.5.ADV.1	Strong
Analyze how family, peers, media, culture, and technology influence health decisions and behaviors. H2.W4.5	Compare positive and negative ways friends and peers can influence relationships. HR.5.INF.1	Weak
Define human immunodeficiency virus (HIV). H1.Se4.5a	Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission. SH.5.CC.1	Weak
Define sexual abuse. H1.Se6.5c	Define sexual harassment and sexual abuse. PS.5.CC.2	Strong
Define sexual harassment. H1.So5.5b	Define sexual harassment and sexual abuse. PS.5.CC.2	Strong
	Define teasing, harassment and bullying and explain why they are wrong. PS.5.CC.1	Weak
Demonstrate appropriate interpersonal communication skills. H4.W6.5	Demonstrate positive ways to communicate differences of opinion while maintaining relationships. HR.5.IC.1	Medium
Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a	Describe how friends, family, media, society and culture can influence ideas about body image. PD.5.INF.1	Weak
Describe how puberty and physical development can vary considerably. H1.Se2.5	Explain how the timing of puberty and adolescent development varies and can still be healthy. PD.5.CC.2	Strong
	Explain the physical, social and emotional changes that occur during puberty and adolescence. PD.5.CC.1	Medium

Sexual Health Education

WA Outcome	NSES Outcome	Relationship
Describe influence of peers and social media on body image. H2.So2.5	Describe how friends, family, media, society and culture can influence ideas about body image. PD.5.INF.1	Strong
Differentiate between healthy and unhealthy relationships. H1.Se6.5a	Describe the characteristics of healthy relationships. HR.5.CC.1	Medium
Explain importance of using social media safely, legally, and respectfully. H1.Se6.5b		Enhancement
Identify methods of transmission and prevention of HIV. H1.Se4.5b	Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission. SH.5.CC.1	Strong
Identify trusted adults to ask questions about gender identity and sexual orientation. H2.Se5.5b	Identify parents or other trusted adults of whom students can ask questions about sexual orientation. ID.5.AI.1	Strong
Identify ways to manage physical, social, and emotional changes that occur during puberty. H7.Se2.5	Explain the physical, social and emotional changes that occur during puberty and adolescence. PD.5.CC.1	Medium
	Explain ways to manage the physical and emotional changes associated with puberty. PD.5.SM.1	Strong
Promote ways to show respect for all people. H8.Se5.5	Demonstrate ways students can work together to promote dignity and respect for all people. ID.5.ADV.1	Medium
	Demonstrate ways to treat others with dignity and respect. HR.5.SM.1	Strong
	Demonstrate ways to treat others with dignity and respect. ID.5.SM.1	Strong
Recognize puberty prepares the body for reproduction. H1.Se3.5	Describe how puberty prepares human bodies for the potential to reproduce. PD.5.CC.3	Strong
	Describe the process of human reproduction. PR.5.CC.1	Weak
Understand functions of reproductive systems. H1.Se1.5	Describe male and female reproductive systems including body parts and their functions. AP.5.CC.1	Strong
Understand how to support a peer to recognize healthy and unhealthy relationships. H8.Se6.5	Compare positive and negative ways friends and peers can influence relationships. HR.5.INF.1	Medium

6-8 Comparison

NSES and WA Topic Alignment for Grades 6-8

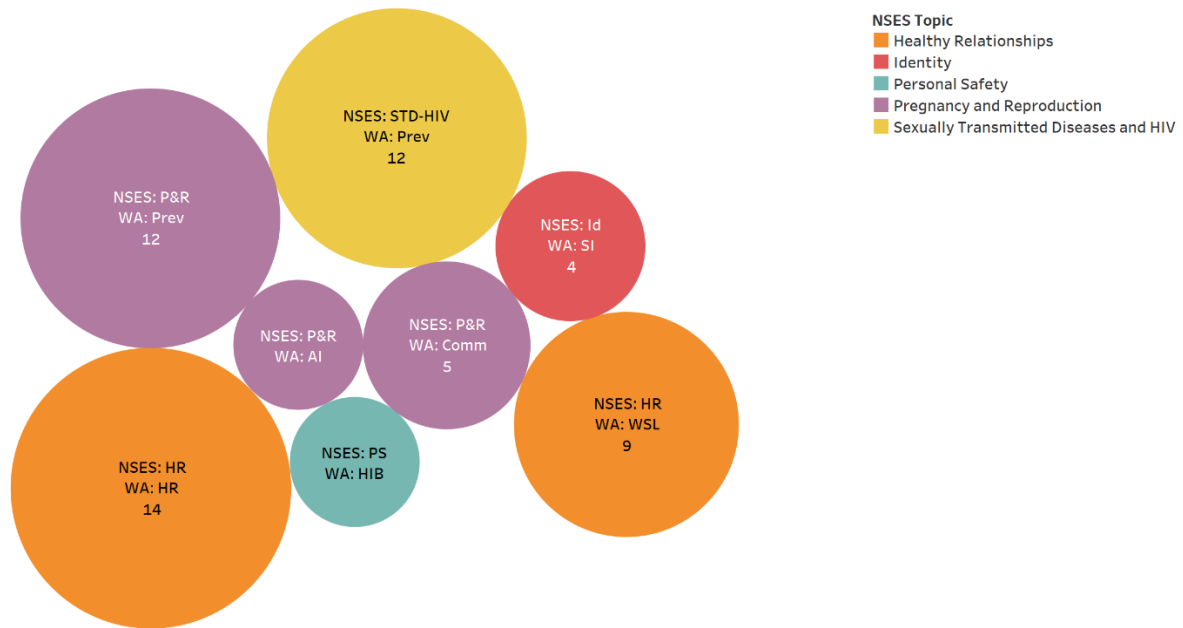


Figure 11. Bubble chart showing topic alignment for grades 6-8 where 3 or more relationships exist between NSES and WA topics.

Table 13. Grade 6 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a	Define sexual abstinence as it relates to pregnancy prevention. PR.8.CC.2	Medium
Describe different types of harassment, intimidation, and bullying. H1.So5.6a	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.8.CC.1	Weak
Describe situations that could lead to violence. H1.Sa3.6a	Develop a plan to stay safe when using social media. HR.8.GS.1	Weak
Explain effective communication skills. H4.W5.6	Demonstrate communication skills that foster healthy relationships. HR.8.IC.1	Medium
	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. PR.8.IC.2	Weak
	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. PR.8.IC.1	Weak

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WA Outcome	NSES Outcome	Relationship
Explain factors that influence health decisions and behaviors. H2.W3.6	Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors. SH.8.INF.1	Weak
	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. PR.8.INF.1	Weak
Explain how STDs are transmitted. H1.Se4.6b	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. SH.8.CC.2	Medium
	Define STDs, including HIV, and how they are and are not transmitted. SH.8.CC.1	Medium
Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted. PS.8.AI.1	Weak
Identify examples of protective factors and risk behaviors. H1.Se4.6c		Enhancement
Identify parts of the reproductive systems. H1.Se1.6	Describe male and female sexual and reproductive systems including body parts and their functions. AP.8.CC.1	Strong
Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6	Describe the physical, social, cognitive and emotional changes of adolescence. PD.8.CC.1	Strong
Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a	Identify local STD and HIV testing and treatment resources. SH.8.AI.2	Weak
Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. SH.8.CC.2	Medium
Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c	Define sexual intercourse and its relationship to human reproduction. PR.8.CC.1	Weak
	Describe strategies to use social media safely, legally and respectfully. HR.8.SM.2	Medium
Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b	Describe strategies to use social media safely, legally and respectfully. HR.8.SM.2	Weak
Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. ID.8.INF.5	Medium
	Explain the range of gender roles. ID.8.CC.4	Medium

WA Outcome	NSES Outcome	Relationship
Understand which sexual health care services are available to youth. H1.Se6.6a		Enhancement

Table 14. Grade 7 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Define sexual offenses as they relate to state law. H1.Se6.7b	Analyze the similarities and differences between friendships and romantic relationships. HR.8.CC.3	Medium
	Compare and contrast the characteristics of healthy and unhealthy relationships. HR.8.CC.1	Medium
	Describe a range of ways people express affection within various types of relationships. HR.8.CC.4	Medium
Demonstrate communication skills that foster healthy relationships. H4.Se5.7a	Demonstrate communication skills that foster healthy relationships. HR.8.IC.1	Strong
	Demonstrate effective skills to negotiate agreements about the use of technology in relationships. HR.8.IC.3	Weak
Describe characteristics of healthy and unhealthy relationships. H1.Se5.7	Compare and contrast the characteristics of healthy and unhealthy relationships. HR.8.CC.1	Strong
	Describe a range of ways people express affection within various types of relationships. HR.8.CC.4	Weak
	Describe the potential impacts of power differences such as age, status or position within relationships. HR.8.CC.2	Weak
	Explain the criteria for evaluating the health of a relationship. HR.8.SM.1	Medium
Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d	Define sexual abstinence as it relates to pregnancy prevention. PR.8.CC.2	Weak
	Identify medically accurate resources about pregnancy prevention and reproductive health care. PR.8.AI.1	Weak
Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7	Analyze how friends, family, media, society and culture can influence self concept and body image. PD.8.INF.2	Weak
	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. PR.8.INF.1	Weak
Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. SH.8.CC.2	Medium

Sexual Health Education

WA Outcome	NSES Outcome	Relationship
	Define STDs, including HIV, and how they are and are not transmitted. SH.8.CC.1	Medium
Describe reproductive systems including body parts and functions. H1.Se1.7a	Describe male and female sexual and reproductive systems including body parts and their functions. AP.8.CC.1	Strong
Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b	Describe the signs and symptoms of a pregnancy. PR.8.CC.5	Medium
Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Differentiate between gender identity, gender expression and sexual orientation. ID.8.CC.3	Medium
Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong. PS.8.CC.2	Weak
Explain how peers and media influence body image. H2.So2.7	Analyze how friends, family, media, society and culture can influence self concept and body image. PD.8.INF.2	Medium
Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. HR.8.IC.2	Strong
Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7	Apply a decision-making model to various sexual health decisions. PR.8.DM.1	Weak
	Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make. PD.8.DM.1	Medium
Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c	Describe strategies to use social media safely, legally and respectfully. HR.8.SM.2	Medium
Identify laws related to accessing sexual health care services. H1.Se6.7a		Enhancement
Identify medically accurate information about STDs. H3.Se4.7	Identify accurate and credible sources of information about sexual health. AP.8.AI.1	Medium
	Identify local STD and HIV testing and treatment resources. SH.8.AI.2	Medium
	Identify medically accurate information about STDs, including HIV. SH.8.AI.1	Strong
List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a	Define emergency contraception and its use. PR.8.CC.4	Medium
	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. PR.8.CC.3	Medium
Recognize that there are individual differences in growth and development. H1.Se2.7		Enhancement

WA Outcome	NSES Outcome	Relationship
Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b	Describe the advantages and disadvantages of communicating using technology and social media. HR.8.CC.5	Weak
Understand that all STDs are treatable and many are curable. H1.Se4.7c	Identify medically accurate information about STDs, including HIV. SH.8.AI.1	Weak
Use communication skills effectively with family, peers, and others. H4.W5.7	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. PR.8.IC.1	Weak

Table 15. Grade 8 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
	Access accurate information about gender identity, gender expression and sexual orientation. ID.8.AI.6	Gap
	Analyze the impact of technology and social media on friendships and relationships. HR.8.INF.4	Gap
	Analyze the similarities and differences between friendships and romantic relationships. HR.8.CC.3	Gap
	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. ID.8.IC.1	Gap
	Demonstrate effective skills to negotiate agreements about the use of technology in relationships. HR.8.IC.3	Gap
	Demonstrate ways they can respond when someone is being bullied or harassed. PS.8.SM.1	Gap
	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. PS.8.IC.1	Gap
	Develop a plan to eliminate or reduce risk for STDs, including HIV. SH.8.GS.1	Gap
	Develop a plan to promote dignity and respect for all people in the school community. ID.8.ADV.2	Gap
	Explain why a person who has been raped or sexually assaulted is not at fault. PS.8.CC.4	Gap
	Identify medically accurate sources of information about puberty, adolescent development and sexuality. PD.8.AI.1	Gap

Sexual Health Education

WA Outcome	NSES Outcome	Relationship
	Identify prenatal practices that can contribute to a healthy pregnancy. PR.8.CC.6	Gap
	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted. PS.8.AI.1	Gap
Advocate for a bully-free school and community environment. H8.So5.8	Advocate for safe environments that encourage dignified and respectful treatment of everyone. PS.8.ADV.1	Medium
Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8	Analyze the impact of technology and social media on friendships and relationships. HR.8.INF.4	Strong
	Analyze the ways in which friends, family, media, society and culture can influence relationships. HR.8.INF.1	Medium
	Describe the advantages and disadvantages of communicating using technology and social media. HR.8.CC.5	Weak
Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. SH.8.CC.2	Weak
Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. PS.8.CC.3	Medium
Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8	Apply a decision-making model to various sexual health decisions. PR.8.DM.1	Weak
	Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make. PD.8.DM.1	Medium
Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms. PR.8.IC.2	Weak
	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. SH.8.IC.1	Weak
	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors. PR.8.IC.1	Weak
Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. PS.8.IC.1	Weak

WA Outcome	NSES Outcome	Relationship
Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8	Analyze how friends, family, media, society and culture can influence self concept and body image. PD.8.INF.2	Weak
	Analyze the impact of technology and social media on friendships and relationships. HR.8.INF.4	Weak
	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. PR.8.INF.1	Weak
Describe personal role in protecting one's own sexual and reproductive health. H7.Se4.8	Describe the steps to using a condom correctly. PR.8.SM.1	Strong
	Describe the steps to using a condom correctly. SH.8.SM.1	Strong
Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8	Describe the physical, social, cognitive and emotional changes of adolescence. PD.8.CC.1	Strong
Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. HR.8.IC.2	Medium
	Develop a plan to stay safe when using social media. HR.8.GS.1	Weak
Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c	Describe strategies to use social media safely, legally and respectfully. HR.8.SM.2	Medium
	Describe the advantages and disadvantages of communicating using technology and social media. HR.8.CC.5	Weak
	Develop a plan to stay safe when using social media. HR.8.GS.1	Weak
Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a		Enhancement
Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8	Identify accurate and credible sources of information about sexual health. AP.8.AI.1	Medium
	Identify local STD and HIV testing and treatment resources. SH.8.AI.2	Medium
	Identify medically accurate information about emergency contraception. PR.8.AI.2	Medium
	Identify medically accurate information about STDs, including HIV. SH.8.AI.1	Medium
	Identify medically accurate resources about pregnancy prevention and reproductive health care. PR.8.AI.1	Strong
	Identify medically accurate sources of pregnancy-related information and	Medium

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WA Outcome	NSES Outcome	Relationship
	support including pregnancy options, safe surrender policies and prenatal care. PR.8.AI.3	
Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. HR.8.IC.2	Weak
Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b		Enhancement
Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8	Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity. ID.8.INF.5	Strong
Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a	Define sexual intercourse and its relationship to human reproduction. PR.8.CC.1	Weak
	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. HR.8.IC.2	Weak
Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b	Describe the signs, symptoms and potential impacts of STDs, including HIV. SH.8.CC.3	Strong
Summarize ways to prevent pregnancy and STDs. H1.Se4.8a	Define sexual abstinence as it relates to pregnancy prevention. PR.8.CC.2	Weak
Understand laws related to accessing sexual health care services. H1.Se6.8a		Enhancement
Use a decision-making model to make a health-related decision. H5.Se4.8	Apply a decision-making model to various sexual health decisions. PR.8.DM.1	Weak
	Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make. PD.8.DM.1	Medium

9-12 Comparison

NSES and WA Topic Alignment for Grades 9-12

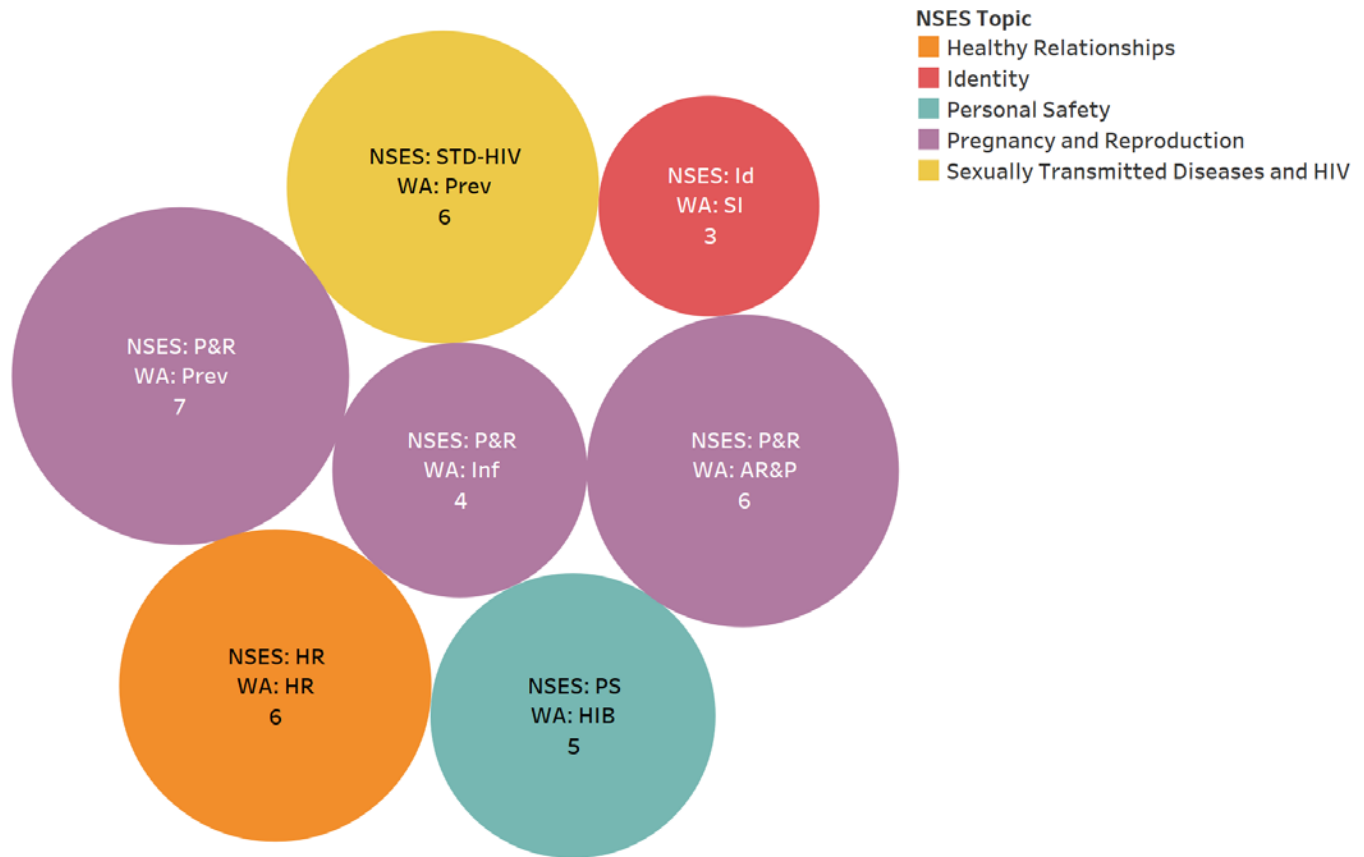


Figure 12. Bubble chart showing topic alignment for grades 9-12 where 3 or more relationships exist between NSES and WA topics.

Table 16. Grades 9-12 outcome matches and relationship strength.

WA Outcome	NSES Outcome	Relationship
Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Differentiate between biological sex, sexual orientation, and gender identity and expression. ID.12.CC.1	Gap ¹
	Distinguish between sexual orientation, sexual behavior and sexual identity. ID.12.CC.2	Gap ¹
Explain how peers and media influence body image. H2.So2.7	Analyze how friends, family, media, society and culture can influence self concept and body image. PD.12.INF.1	Gap ¹

¹ The HS NSES outcomes are very similar to 7th grade WA outcomes. Because they are taught at distinctly different grade levels, they are characterized as a gap, but noted here to show that they are addressed.

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WA Outcome	NSES Outcome	Relationship
	Advocate for safe environments that encourage dignified and respectful treatment of everyone. PS.12.ADV.1	Gap
	Advocate for school policies and programs that promote dignity and respect for all. ID.12.ADV.1	Gap
	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.12.CC.1	Gap
	Demonstrate how to access valid information and resources to help deal with relationships. HR.12.AI.1	Gap
	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. HR.12.SM.1	Gap
	Describe a range of ways to express affection within healthy relationships. HR.12.CC.2	Gap
	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships. PS.12.INF.1	Gap
	Explain why a person who has been raped or sexually assaulted is not at fault. PS.12.CC.4	Gap
Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS	Advocate for sexually active youth to get STD/HIV testing and treatment. SH.12.ADV.1	Strong
	Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. SH.12.IC.1	Weak
Advocate for violence prevention. H8.Sa3.HS	Explain how to promote safety, respect, awareness and acceptance. ID.12.SM.1	Weak
Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS	Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity. HR.12.INF.2	Strong
	Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. PR.12.INF.1	Medium
	Define sexual consent and explain its implications for sexual decision-making. HR.12.CC.3	Medium

WA Outcome	NSES Outcome	Relationship
Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS	Evaluate the potentially positive and negative roles of technology and social media in relationships. HR.12.CC.4	Weak
Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa	Describe common symptoms of and treatments for STDs, including HIV. SH.12.CC.1	Weak
Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted. PS.12.AI.1	Weak
	Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. PS.12.IC.1	Weak
	Identify ways in which they could respond when someone else is being bullied or harassed. PS.12.IC.2	Weak
Assess personal risk factors and predict future health status. H2.W2.HSb	Develop a plan to eliminate or reduce risk for STDs, including HIV. SH.12.GS.1	Weak
Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb	Demonstrate effective strategies to avoid or end an unhealthy relationship. HR.12.IC.1	Weak
	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. HR.12.CC.1	Strong
Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.12.INF.2	Weak
	Explain why using tricks, threats or coercion in relationships is wrong. PS.12.CC.3	Weak
Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS	Access medically accurate information about contraceptive methods, including abstinence and condoms. PR.12.AI.1	Weak
	Access medically accurate information about pregnancy and pregnancy options. PR.12.AI.3	Weak
	Access medically accurate information about prenatal care services. PR.12.AI.4	Weak
	Access medically accurate information and resources about emergency contraception. PR.12.AI.2	Weak

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WA Outcome	NSES Outcome	Relationship
	Access medically accurate prevention information about STDs, including HIV. SH.12.AI.2	Weak
Demonstrate effective communication skills to express emotions. H4.So4.HS	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. HR.12.IC.2	Medium
Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS	Analyze factors that may influence condom use and other safer sex decisions. SH.12.INF.1	Weak
	Define sexual consent and explain its implications for sexual decision-making. HR.12.CC.3	Medium
	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. HR.12.IC.2	Strong
	Demonstrate skills to communicate with a partner about STD and HIV prevention and testing. SH.12.IC.1	Medium
	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors. PR.12.IC.1	Strong
Demonstrate steps to using a condom correctly. H7.Se4.HS	Describe the steps to using a condom correctly. PR.12.SM.1	Strong
	Describe the steps to using a condom correctly. SH.12.SM.2	Strong
Describe behaviors that impact reproductive health. H1.Se1.HSc	Describe prenatal practices that can contribute to or threaten a healthy pregnancy. PR.12.CC.5	Medium
Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb	Analyze factors that influence decisions about whether and when to become a parent. PR.12.INF.3	Medium
	Analyze internal and external influences on decisions about pregnancy options. PR.12.INF.2	Weak
	Assess the skills and resources needed to become a parent. PR.12.DM.2	Medium
Describe how sexuality and sexual expression change throughout the life span. H1.Se2.HSb		Enhancement
Describe laws related to accessing sexual health care services. H3.Se6.HS	Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting. PR.12.CC.6	Weak
	Describe the laws related to sexual health care services, including STD and HIV testing and treatment. SH.12.CC.3	Medium

WA Outcome	NSES Outcome	Relationship
	Identify the laws related to reproductive and sexual health care services (i.e. , contraception, pregnancy options, safe surrender policies, prenatal care). PR.12.CC.3	Medium
Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS		Enhancement
Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa		Enhancement
Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. ID.12.INF.1	Medium
	Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. HR.12.INF.1	Medium
Evaluate societal influences on violence. H2.Sa3.HS	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.12.INF.2	Weak
Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa	Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. PR.12.CC.1	Medium
	Define emergency contraception and describe its mechanism of action. PR.12.CC.2	Medium
	Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV. SH.12.CC.2	Medium
Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.12.CC.2	Medium
Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.HSa	Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. PD.12.CC.1	Medium
Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS	Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. PR.12.INF.1	Weak

Sexual Health Education

WA Outcome	NSES Outcome	Relationship
	Describe the human sexual response cycle, including the role hormones play. AP.12.CC.1	Weak
Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.12.CC.2	Weak
	Describe strategies to use social media safely, legally and respectfully. HR.12.SM.2	Weak
Identify local youth-friendly sexual health services. H3.Se4.HS	Access medically accurate information about contraceptive methods, including abstinence and condoms. PR.12.AI.1	Weak
	Access medically accurate information about prenatal care services. PR.12.AI.4	Weak
	Access medically accurate information and resources about emergency contraception. PR.12.AI.2	Weak
	Explain how to access local STD and HIV testing and treatment services. SH.12.AI.1	Medium
Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence. PS.12.AI.2	Strong
Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa	Describe the signs of pregnancy. PR.12.CC.4	Weak
Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS	Analyze individual responsibility about testing for and informing partners about STDs and HIV status. SH.12.SM.1	Weak
Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb		Enhancement
Use a decision-making model to make a sexual health-related decision. H5.Se4.HS	Apply a decision-making model to choices about contraception, including abstinence and condoms. PR.12.DM.1	Medium
	Apply a decision-making model to choices about safer sex practices, including abstinence and condoms. SH.12.DM.1	Medium
	Apply a decision-making model to various situations relating to sexual health. PD.12.DM.1	Strong

GAP ANALYSIS

Overall, 82% of the outcomes from the NSES are matched to at least one WA outcome, which represents a very strong alignment. This section shows the NSES outcomes that have no matched outcome within the grade band from the Washington state outcomes.

It is vitally important to note that a gap does not mean there is no coverage of essential content. In fact, a broad analysis concludes that both sets of standards are comprehensive and aligned, but they emphasize some topics differently. Below is an example of how a topic – in this case *Identity* – is covered in both WA and NSES outcomes. WA standards have 4 outcomes and NSES has 7 outcomes for grade band 6-8, plus two additional for high school.

Table 17. Example outcomes that show even when gaps exist, the topic (in this case, *Identity*) is covered in both WA and NSES standards.

WA Outcome	NSES Outcome	Relationship
(Grade 6) Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. ID.8.INF.5	Medium
	Explain the range of gender roles. ID.8.CC.4	Medium
(Grade 7) Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Differentiate between gender identity, gender expression and sexual orientation. ID.8.CC.3	Medium
(Grade 7) Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Differentiate between biological sex, sexual orientation, and gender identity and expression. ID.12.CC.1	Gap ²
	Distinguish between sexual orientation, sexual behavior and sexual identity. ID.12.CC.2	Gap ²
	Access accurate information about gender identity, gender expression and sexual orientation. ID.8.AI.6	Gap
	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. ID.8.IC.1	Gap
	Develop a plan to promote dignity and respect for all people in the school community. ID.8.ADV.2	Gap
(Grade 8) Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. ID.8.INF.5	Strong

² Two of the NSES outcomes, ID.12.CC.1 and ID.12.CC.2 are marked as gaps even though there is overlap between WA and NSES outcomes. They are marked as gaps because the NSES content is covered in high school, and the equivalent WA outcomes are addressed in grade 7. In the few instances where significant differences exist in the grade level where the content is addressed, they are marked as gaps.

Percent of matches by grade band

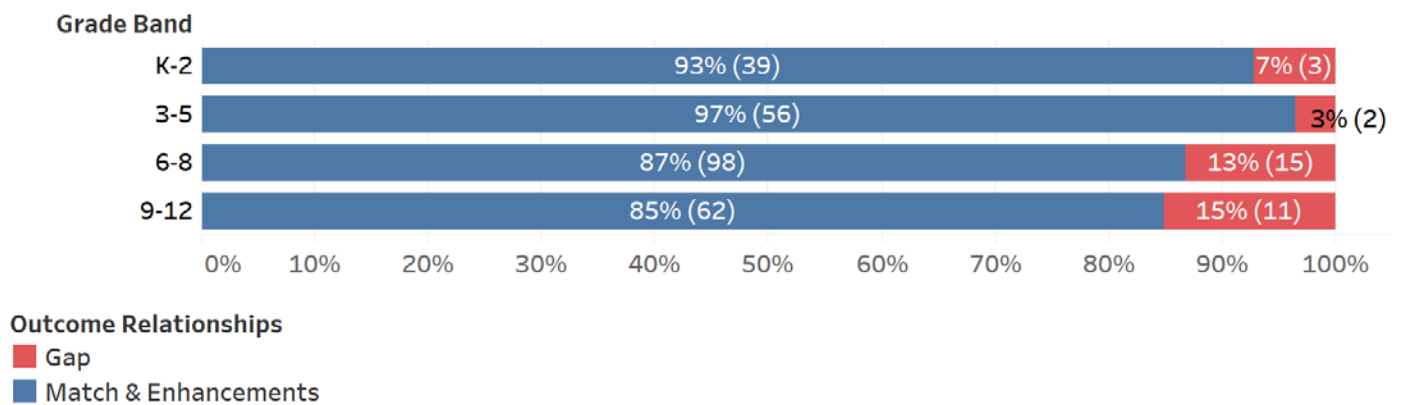


Figure 13. Percent of outcomes matching and percent of NSES gaps by grade band.

Both sets of standards can be considered comprehensive, but in some specific instances, they emphasize content differently. As an example, Washington outcomes cover state law with regard to sexual consent, harassment, and other regulated topics. The national standards do not.

The national standards, when describing gender expression, use boys and girls to describe gender identity. They have not yet been updated to take into account a broader range of gender identity based on recent sexuality research. Washington state outcomes were written in a more inclusive manner that recognizes a range of gender expression.

When the NSES outcomes were developed, social media was nascent. The NSES outcomes do not cover social media and electronic communications to the extent that Washington state outcomes do.

Finally, in some instances, similar outcomes exist, but in different grade bands. As an example, Washington’s outcomes cover body image in grade 7, whereas the NSES outcomes address self-image in high school. When potential outcome matches fell in different grade bands K-2, 3-5, 6-8, or 9-12, they were marked as a gap.

Percent of matches by NSES Topic for grades K-5

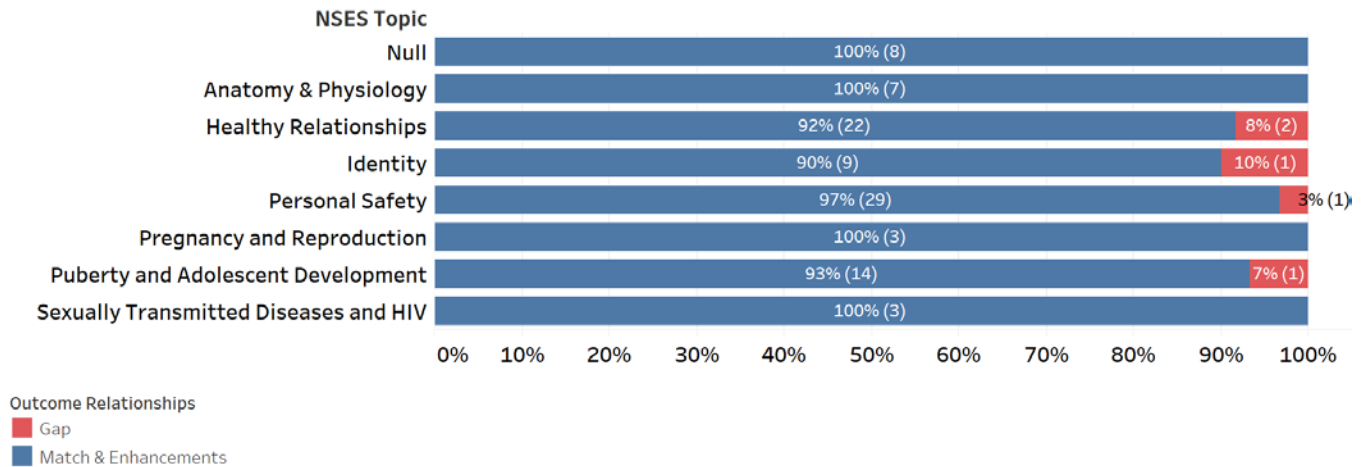


Figure 14. Matches by NSES topic for grades K-5. Note that the NSES topic "Null" represents WA outcomes that are characterized as enhancements. (Where no equivalent NSES outcome exists for a given WA outcome.)

Percent of matches by NSES Topic for grades 6-8 & 9-12

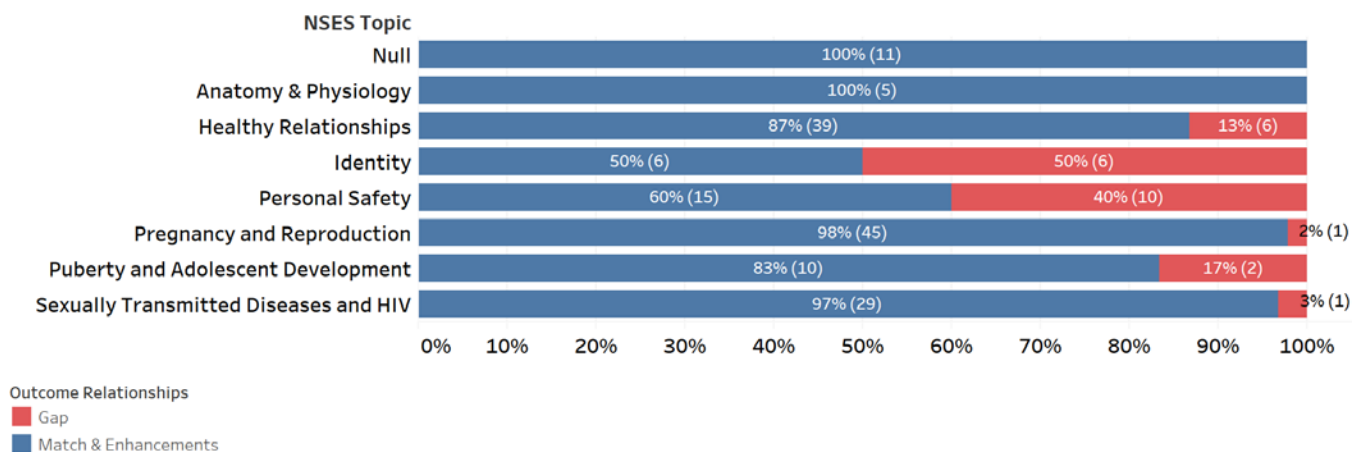


Figure 15. Matches by NSES topic for grades 6-12.

In Figure 15, it appears that the NSES topic *Identity* is not well covered. *Identity* is actually covered very well, but WA addresses *Identity* primarily in grades 6-8, and the NSES cover it in high school. Because the content is covered in distinctly different grade bands, they are marked as gaps.

NSES Gaps

Table 18. NSES outcomes that have no direct WA equivalent within the identified grade band.

Grade Band	NSES ID	NSES Outcome
K-2	HR.2.CC.1	Identify different kinds of family structures.
	HR.2.IC.1	Demonstrate ways to show respect for different types of families.
	ID.2.CC.1	Describe differences and similarities in how boys and girls may be expected to act.

Sexual Health Education

Grade Band	NSES ID	NSES Outcome
	ID.2.INF.1	Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act.
	PS.2.AI.2	Identify parents and other trusted adults they can tell if they are being bullied or teased.
3-5	PD.5.AI.2	Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.
	PS.5.AI.2	Identify parents or other trusted adults they can tell if they are being sexually harassed or abused.
	PS.5.INF.1	Explain why people tease, harass or bully others.
6-8	HR.8.CC.2	Describe the potential impacts of power differences such as age, status or position within relationships.
	HR.8.CC.3	Analyze the similarities and differences between friendships and romantic relationships.
	HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media.
	HR.8.GS.1	Develop a plan to stay safe when using social media.
	HR.8.IC.1	Demonstrate communication skills that foster healthy relationships.
	HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
	HR.8.IC.3	Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
	HR.8.INF.1	Analyze the ways in which friends, family, media, society and culture can influence relationships.
	HR.8.INF.4	Analyze the impact of technology and social media on friendships and relationships.
	HR.8.SM.1	Explain the criteria for evaluating the health of a relationship.
	HR.8.SM.2	Describe strategies to use social media safely, legally and respectfully.
	ID.8.ADV.2	Develop a plan to promote dignity and respect for all people in the school community.
	ID.8.AI.6	Access accurate information about gender identity, gender expression and sexual orientation.
	ID.8.CC.3	Differentiate between gender identity, gender expression and sexual orientation.
	ID.8.CC.4	Explain the range of gender roles.
	ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
	PD.8.AI.1	Identify medically accurate sources of information about puberty, adolescent development and sexuality.
	PR.8.AI.1	Identify medically accurate resources about pregnancy prevention and reproductive health care.
	PR.8.AI.2	Identify medically accurate information about emergency contraception.
	PR.8.AI.3	Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.
	PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction.
	PR.8.CC.3	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.
	PR.8.CC.4	Define emergency contraception and its use.

Grade Band	NSES ID	NSES Outcome
	PR.8.CC.5	Describe the signs and symptoms of a pregnancy.
	PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy.
	PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.
	PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.
	PS.8.AI.1	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.
	PS.8.CC.1	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
	PS.8.CC.2	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong.
	PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.
	PS.8.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.
	PS.8.IC.1	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault.
	PS.8.SM.1	Demonstrate ways they can respond when someone is being bullied or harassed.
	SH.8.AI.2	Identify local STD and HIV testing and treatment resources.
	SH.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV.
	SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
	SH.8.INF.1	Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.
9-12	HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships.
	HR.12.CC.2	Describe a range of ways to express affection within healthy relationships.
	HR.12.IC.1	Demonstrate effective strategies to avoid or end an unhealthy relationship.
	HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
	ID.12.ADV.1	Advocate for school policies and programs that promote dignity and respect for all.
	ID.12.CC.1	Differentiate between biological sex, sexual orientation, and gender identity and expression.
	ID.12.CC.2	Distinguish between sexual orientation, sexual behavior and sexual identity.
	ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance.
	PD.12.CC.1	Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.
	PD.12.INF.1	Analyze how friends, family, media, society and culture can influence self concept and body image.
	PR.12.CC.2	Define emergency contraception and describe its mechanism of action.
	PR.12.CC.4	Describe the signs of pregnancy.
	PR.12.CC.6	Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting.
PR.12.INF.2	Analyze internal and external influences on decisions about pregnancy options.	

Sexual Health Education

Grade Band	NSES ID	NSES Outcome
	PS.12.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.
	PS.12.CC.1	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
	PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong.
	PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.
	PS.12.INF.1	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships.

WA Enhancements

Table 19. WA outcomes that have no direct equivalent within the associated NSES grade band.

Grade	WA ID	WA Outcome
K	H1.Se2.k	Understand living things grow and mature.
1	H1.Se2.1	Describe how living things grow and mature.
2	H1.Se2.2	Understand physical changes are part of growth and development.
	H1.Se5.2b	Understand importance of treating others with respect regarding gender expression.
3	H1.Se5.3a	Explain that gender roles can vary considerably.
	H1.Se6.3b	Understand that a child is not at fault if an unwanted touch occurs.
4	H2.Se5.4	Identify how friends and family can influence ideas regarding gender roles, identity, and expression.
5	H1.Se6.5b	Explain importance of using social media safely, legally, and respectfully.
6	H1.Se4.6c	Identify examples of protective factors and risk behaviors.
	H1.Se6.6a	Understand which sexual health care services are available to youth.
7	H1.Se2.7	Recognize that there are individual differences in growth and development.
	H1.Se3.7	Distinguish between biological sex, gender identity, gender expression, and sexual orientation.
	H1.Se4.7a	List and describe commonly used methods of birth control, including abstinence.
	H1.Se6.7a	Identify laws related to accessing sexual health care services.
	H1.Se6.7c	Identify consequences of sharing sexually explicit pictures or messages.
	H2.So2.7	Explain how peers and media influence body image.
8	H1.Se5.8a	Explain how to build and maintain healthy family, peer, and dating relationships.
	H1.Se5.8b	Define sexual consent and identify ways that consent can be communicated and accepted.
	H1.Se6.8a	Understand laws related to accessing sexual health care services.
	H1.Se6.8b	Identify state laws related to sexual offenses, including when a minor is involved.
HS	H1.Se1.HSa	Summarize fertilization, fetal development, and childbirth.
	H1.Se2.HSb	Describe how sexuality and sexual expression change throughout the life span.
	H1.Se4.HSb	Understand that people can choose abstinence at different times in their lives.
	H1.Se5.HSa	Differentiate between affection, love, commitment, and sexual attraction.
	H7.Se1.HS	Describe steps of testicular self-exam and the importance of breast self-awareness.

CODE COMPARISON

Some individuals who are fluent with the codes for both NSES and WA outcomes may prefer a shorthand chart that shows relationship detail by code only. See the link in the References section to the interactive Tableau visualization for a richer online experience.

Code Comparison for grades K-2

NSES ID	WA Outcome ID	Relationship
Null	H1.Se2.k H1.Se2.1 H1.Se2.2 H1.Se5.2b	Strong
AP.2.CC.1	H1.Se1.1 H1.Se1.2 H1.Se1.K	Medium
HR.2.CC.1		Weak
HR.2.CC.2	H1.Se6.Ka H1.Se6.1a H1.Se6.2a	Gap
HR.2.IC.1		Enhancement
HR.2.IC.2	H4.W6.K H1.Se6.1b H4.Se6.2a H1.Se6.Kb H4.So4.2	Strong
ID.2.CC.1	H1.Se5.K H1.Se5.1 H1.Se5.2a	Medium
ID.2.INF.1		Weak
PR.2.CC.1	H1.Se3.2	Gap
PS.2.AI.1	H4.Se6.1 H4.Se6.2b H1.Se6.2b	Medium
PS.2.AI.2	H4.So5.1	Weak
PS.2.CC.1	H1.Se6.Kd H1.Se6.Kc H1.Se6.1c	Medium
PS.2.CC.2	H1.So5.K	Medium
PS.2.CC.3	H1.So5.K	Medium
PS.2.IC.1	H4.So5.K H4.So5.1 H4.W6.1	Medium
PS.2.IC.2	H4.So5.K H4.So5.1	Medium
PS.2.SM.1	H4.Se6.1 H4.Se6.2b	Medium

Code Comparison for grades 3-5

NSES ID	WA Outcome ID	Relationship
Null	H1.Se5.3a H1.Se6.3b H2.Se5.4 H1.Se6.5b	Enhancement
AP.5.AI.1	H1.Se1.3	Medium
AP.5.CC.1	H1.Se1.5 H1.Se1.3 H1.Se1.4	Medium
HR.5.AI.2	H4.Se6.3a H2.Se6.4a	Strong
HR.5.CC.1	H1.Se6.3a H1.Se6.4 H1.Se6.5a	Medium
HR.5.IC.1	H4.Se6.3b H4.Se6.4 H4.W6.5	Medium
HR.5.INF.1	H2.Se6.4b H8.Se6.5 H2.W4.5	Weak
HR.5.SM.1	H4.Se5.4 H8.Se5.5	Medium
ID.5.ADV.1	H8.Se5.5	Medium
ID.5.AI.1	H2.Se5.5b	Medium
ID.5.CC.1	H1.Se5.4	Medium
ID.5.SM.1	H8.Se5.5 H1.Se5.3b	Weak
PD.5.AI.1	H1.W2.4	Weak
PD.5.AI.2		
PD.5.CC.1	H1.Se2.4a H1.Se2.5 H7.Se2.5 H1.Se2.3	Weak
PD.5.CC.2	H1.Se2.4b H1.Se2.5	Medium
PD.5.CC.3	H1.Se3.5 H1.Se3.3 H1.Se3.4	Medium
PD.5.INF.1	H2.So2.4 H2.So2.5 H2.Se5.5a	Weak
PD.5.SM.1	H7.Se2.5	Medium
PR.5.CC.1	H1.Se3.3 H1.Se3.5	Weak
PS.5.ADV.1	H8.So5.5	Medium
PS.5.AI.1	H4.So5.3	Medium
PS.5.AI.2	H4.Se6.3a H4.So5.4	Weak
PS.5.CC.1	H1.So5.5b	Weak
PS.5.CC.2	H1.Se6.5c H1.So5.5b	Medium
PS.5.IC.1	H4.Se6.3a	Weak
PS.5.IC.2	H4.W6.3a	Medium
PS.5.INF.1		
PS.5.SM.1	H8.So5.5	Medium
SH.5.CC.1	H1.Se4.5b H1.Se4.4 H1.Se4.5a	Weak

Code Comparison for grades 6-8

NSES ID	WA Outcome ID	Relationship
Null	H1.Se4.6c H1.Se6.6a H1.Se2.7 H1.Se6.7a H1.Se5.8a H1.Se6.8a H1.Se6.8b	Enhancement
AP.8.AI.1	H3.Se4.7 H3.Se4.8	Medium
AP.8.CC.1	H1.Se1.6 H1.Se1.7a	Weak
HR.8.CC.1	H1.Se5.7 H1.Se6.7b	Medium
HR.8.CC.2	H1.Se5.7	Weak
HR.8.CC.3	H1.Se6.7b	Medium
HR.8.CC.4	H1.Se6.7b H1.Se5.7	Weak
HR.8.CC.5	H1.Sa3.7b H1.Se6.8c H2.Se8.8	Weak
HR.8.GS.1	H1.Sa3.6a H1.Se6.8c H6.Se5.8	Weak
HR.8.IC.1	H4.Se5.7a H4.W5.6	Medium
HR.8.IC.2	H4.Se5.7b H6.Se5.8 H1.Se1.8a H1.Se1.8b	Weak
HR.8.IC.3	H4.Se5.7a	Weak
HR.8.INF.1	H2.Se8.8	Medium
HR.8.INF.4	H2.Se8.8 H2.W3.8	Weak
HR.8.SM.1	H1.Se5.7	Medium
HR.8.SM.2	H1.Se6.6c H1.Se6.7c H1.Se6.8c H1.Se6.6b	Weak
ID.8.ADV.2		
ID.8.AI.6		
ID.8.CC.3	H1.Se3.7	Medium
ID.8.CC.4	H2.Se3.6	Medium
ID.8.IC.1		
ID.8.INF.5	H2.Se3.8 H2.Se3.6	Medium
PS.8.ADV.1	H8.So5.8	Medium
PS.8.AI.1	H3.Se5.6	Weak
PS.8.CC.1	H1.So5.6a	Weak
PS.8.CC.2	H1.So5.7	Weak
PS.8.CC.3	H1.Se5.8b	Medium
PS.8.CC.4		
PS.8.IC.1	H4.So4.8	Weak
PS.8.SM.1		

Code Comparison for grades 6-8

NSES ID	WA Outcome ID	Relationship
PD.8.AI.1		
PD.8.CC.1	H1.Se2.6 H1.Se2.8	Medium
PD.8.DM.1	H5.Se4.7 H5.Se4.8 H5.W6.8	Medium
PD.8.INF.2	H2.So2.7 H2.W3.7 H2.W3.8	Weak
PR.8.AI.1	H3.Se4.8 H1.Se4.7d	Weak
PR.8.AI.2	H3.Se4.8	Medium
PR.8.AI.3	H3.Se4.8	Medium
PR.8.CC.1	H1.Se6.6c H1.Se1.8a	Weak
PR.8.CC.2	H1.Se4.6a H1.Se4.7d H1.Se4.8a	Weak
PR.8.CC.3	H1.Se4.7a	Medium
PR.8.CC.4	H1.Se4.7a	Medium
PR.8.CC.5	H1.Se1.7b	Medium
PR.8.CC.6		
PR.8.DM.1	H5.Se4.7 H5.Se4.8 H5.W6.8	Weak
PR.8.IC.1	H4.W5.6 H4.W5.7 H4.W5.8	Weak
PR.8.IC.2	H4.W5.6 H4.W5.8	Weak
PR.8.INF.1	H2.W3.6 H2.W3.7 H2.W3.8	Weak
PR.8.SM.1	H7.Se4.8	Strong
SH.8.AI.1	H3.Se4.7 H3.Se4.8 H1.Se4.7c	Weak
SH.8.AI.2	H3.Se4.7 H3.Se4.8 H1.Se5.6a	Weak
SH.8.CC.1	H1.Se4.6b H1.Se4.7b	Medium
SH.8.CC.2	H1.Se4.6b H1.Se5.6b H1.Se4.7b H1.Se4.8c	Weak
SH.8.CC.3	H1.Se4.8b	Medium
SH.8.GS.1		
SH.8.IC.1	H4.W5.8	Weak
SH.8.INF.1	H2.W3.6	Weak
SH.8.SM.1	H7.Se4.8	Strong

Code Comparison for grades 9-12

NSES ID	WA Outcome ID	Relationship
Null	H1.Se2.HSb H1.Se4.HSb H1.Se5.HSa H7.Se1.HS	Strong
AP.12.CC.1	H5.Se1.HS	Weak
HR.12.AI.1		
HR.12.CC.1	H1.Se5.HSb	Strong
HR.12.CC.2		
HR.12.CC.3	H2.Se5.HS H4.Se5.HS	Medium
HR.12.CC.4	H1.Sa3.HS	Weak
HR.12.IC.1	H1.Se5.HSb	Weak
HR.12.IC.2	H4.Se5.HS H4.So4.HS	Strong
HR.12.INF.1	H2.Se3.HS	Medium
HR.12.INF.2	H2.Se5.HS	Strong
HR.12.SM.1		
HR.12.SM.2	H1.Se6.HSb	Weak
ID.12.ADV.1		
ID.12.CC.1	H1.Se3.7	Gap
ID.12.CC.2	H1.Se3.7	Gap
ID.12.INF.1	H2.Se3.HS	Medium
ID.12.SM.1	H8.Sa3.HS	Weak
PS.12.ADV.1		
PS.12.AI.1	H1.So5.HS	Weak
PS.12.AI.2	H3.Se5.HS	Strong
PS.12.CC.1		
PS.12.CC.2	H1.Se6.HSa H1.Se6.HSb	Medium
PS.12.CC.3	H2.So5.HS	Weak
PS.12.CC.4		
PS.12.IC.1	H1.So5.HS	Weak
PS.12.IC.2	H1.So5.HS	Weak
PS.12.INF.1		
PS.12.INF.2	H2.Sa3.HS H2.So5.HS	Weak

Code Comparison for grades 9-12

NSES ID	WA Outcome ID	Relationship
PD.12.CC.1	H1.Se2.HSa	Strong
PD.12.DM.1	H5.Se4.HS	Medium
PD.12.INF.1	H2.So2.7	Weak
PR.12.AI.1	H3.Se4.HS H3.W4.HS	Weak
PR.12.AI.2	H3.Se4.HS H3.W4.HS	Weak
PR.12.AI.3	H3.W4.HS	Weak
PR.12.AI.4	H3.Se4.HS H3.W4.HS	Weak
PR.12.CC.1	H1.Se4.HSa	Medium
PR.12.CC.2	H1.Se4.HSa	Medium
PR.12.CC.3	H3.Se6.HS	Medium
PR.12.CC.4	H1.Se1.HSa	Weak
PR.12.CC.5	H1.Se1.HSc	Medium
PR.12.CC.6	H3.Se6.HS	Weak
PR.12.DM.1	H5.Se4.HS	Medium
PR.12.DM.2	H1.Se1.HSb	Medium
PR.12.IC.1	H4.Se5.HS	Medium
PR.12.INF.1	H2.Se5.HS H5.Se1.HS	Medium
PR.12.INF.2	H1.Se1.HSb	Weak
PR.12.INF.3	H1.Se1.HSb	Medium
PR.12.SM.1	H7.Se4.HS	Medium
SH.12.ADV.1	H8.Se4.HS	Medium
SH.12.AI.1	H3.Se4.HS	Medium
SH.12.AI.2	H3.W4.HS	Weak
SH.12.CC.1	H2.W2.HSa	Weak
SH.12.CC.2	H1.Se4.HSa	Medium
SH.12.CC.3	H3.Se6.HS	Medium
SH.12.DM.1	H5.Se4.HS	Medium
SH.12.GS.1	H2.W2.HSb	Weak
SH.12.IC.1	H4.Se5.HS H8.Se4.HS	Medium
SH.12.INF.1	H4.Se5.HS	Weak
SH.12.SM.1	H7.Se6.HS	Weak
SH.12.SM.2	H7.Se4.HS	Medium

CONCLUSION AND NEXT STEPS

The work in this report demonstrates that the WA and NSES outcomes are aligned and comprehensive. Educators, parents, students, and the public can be assured that students in Washington state are receiving comprehensive sexual health education when the WA grade-level outcomes are addressed in class.

Washington's health education grade-level outcomes include some additional outcomes not addressed in the NSES. These enhancements address more current thinking in certain topics, like use of social media, gender identity, and Washington state laws. Educators using curriculum aligned to the NSES may wish to supplement the material with specific lessons to address the enhanced grade-level outcomes found in the WA standards.

Districts may choose to do their own alignment analysis of state standards compared to national standards, in sexual health education or other subject areas. We recommend that a panel of subject matter experts use a rubric like the one described in this report to measure the strength of the relationship between outcomes and then assess overall alignment using concepts, skills development, and depths of knowledge covered.

REFERENCES

Washington State Health Education K-12 Learning Standards, k12.wa.us/HealthFitness/Standards.aspx

National Sexuality Education Standards (Future of Sex Education),
www.futureofsexed.org/nationalstandards.html

OSPI Sexual Health and HIV Website, k12.wa.us/HIVSexualhealth/default.aspx