

# Sexual Health Education Scope and Sequence Checklist

## What is a scope and sequence (S&S)?

The specific content and skills to be addressed in health education, including in sexual health education, are commonly organized into a health education course of study or program and often summarized in a curriculum framework. Health education can help youth develop health-enhancing skills, increase comprehension of functional health knowledge, and strengthen attitudes and beliefs needed to practice and maintain health-enhancing behaviors.

The first step in determining the health content and skills that should be included in a curriculum and taught at specific grade level(s) or span, is **creating a scope and sequence**. A S&S is an essential element of a curriculum framework and is intended to serve as a guide for curriculum directors, administrators, teachers, parents, and school board members to understand instruction.

A S&S outlines the breadth and arrangement of key health topics and concepts across grade level(s) (**scope**), and the logical progression of health topics, skills, and behaviors to be addressed at each grade level(s) (**sequence**) from pre-kindergarten through grade 12. For example, a sexual health education S&S identifies what a student should know or be able to do and when health topics should be taught across grade level(s) to reduce their risks associated with STIs, including HIV, and unintended pregnancy.

To ensure content and skills are aligned to the developmental and health needs of youth and address local health priorities, schools can use the S&S to inform curricula review and decision-making processes. CDC's [Developing a Scope and Sequence for Sexual Health Education](#) provides a step-by-step guide to help school districts create a S&S for sexual health education.

## Using CDC's HECAT to help create a S&S

CDC's Health Education Curriculum Analysis Tool (HECAT) (<http://www.cdc.gov/HealthyYouth/HECAT/index.htm>) provides valuable information to assist school districts in the scope and sequence development process. The HECAT aligns the [National Health Education Standards \(NHES\)](#), identifies the expected outcomes [i.e., healthy behavior outcomes (HBOs)] of specific health content areas such as sexual health, and identifies the essential knowledge and skill expectations that are directly related to each HBOs by standard and grade group (See [HECAT's Sexual Health Module](#) for the complete list of Sexual Health knowledge and skill expectations).

The information in the HECAT can be used directly or adapted to support S&S development across multiple health-related topic areas, including sexual health, that may be included in a comprehensive and inclusive health education curriculum framework. Using the tool can help schools create a new S&S or update or revise existing documents.



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## Purpose of the Checklist

This checklist is intended to assist individuals or groups in conducting a critical review of S&S documents. The goal of the review checklist is to collect information about core characteristics and elements of a sexual health education S&S.

The tool can be used by internal school or district staff developing or revising a sexual health education S&S, health education teachers, or technical assistance providers and organizations assisting schools with development or revision. When considering individuals and groups to review a sexual health education S&S document, think about the following:

1. Select reviewers with expertise and experience in **health education** and **sexual health education delivery in schools**
2. Select reviewers with expertise and experience in **curriculum development, revision, or adaption**
3. Select reviewers who are **familiar with health and learning needs of students in the school and district** (e.g., sexually transmitted infections/HIV and unintended pregnancy-related health needs); this information will help guide selection of behavioral outcomes, as well as knowledge and skill expectations reflected in the S&S documents

The tool includes three sections: **Part I. General Characteristics of a S&S**; **Part II. Essential Elements of a S&S**; and **Part III. Action Steps**. As the reviewer, read each part and select response options *Yes*, *No*, *Not applicable (NA)*, or *Unsure/can't tell* for each item in the checklist. Use the *Comments* column across Parts I and II to provide additional information, details, or unanswered questions for specific items. At the end of Part II, tally responses for each response option and record in the Summary Box. Reflecting on the checklist review, identify 1-3 strengths, areas for improvement, and anything specific that stood out (e.g., S&S includes alignment of health and ELA standards) about the S&S in its current form. Capture any important comments or notes in the summary box as well, then move to Part III. Part III of the checklist includes space for the reviewer to provide specific, action steps for the school or district to consider for strengthening the S&S. Provide specific recommendations for improving the S&S, steps for completing specific tasks, lead individual(s) or group(s) responsible, and proposed timeline for completion (i.e., the what, how, who, and when).

After Parts I-III are complete, save the checklist in an easily accessible location for both the reviewer(s) and individual(s) or group(s) involved in the S&S development and revision process. Plan to discuss checklist results and set up a plan for implementing action steps to improve the S&S document.

**Reviewer Name:**

**Date:**

**School District Name:**

**Project Year:**

## Part I. General Characteristics of the S&S

Item #	Characteristic	Included?	Comments
1.1	Includes grade levels: Pre-K-2 <sup>nd</sup>	Yes    No    N/A Unsure/Can't Tell	
1.2	Includes grade levels: 3 <sup>rd</sup> -5 <sup>th</sup>	Yes    No    N/A Unsure/Can't Tell	
1.3	Includes grade levels: 6 <sup>th</sup> -8 <sup>th</sup>	Yes    No    N/A Unsure/Can't Tell	
1.4	Includes grade levels: 9 <sup>th</sup> -12 <sup>th</sup>	Yes    No    N/A Unsure/Can't Tell	
1.5	<b>Does the S&amp;S include multiple health-related topics?</b> For example: <ul style="list-style-type: none"><li>■ Sexual health, nutrition, and mental/emotional health</li></ul>	Yes    No    N/A Unsure/Can't Tell	<b>If multiple health topics are included, list here:</b>
1.6	Does the S&S <b>only</b> include <b>sexual health-related topics</b> ?	Yes    No    N/A Unsure/Can't Tell	
1.7	<b>Is the sexual health-related content part of a different subject area S&amp;S?</b> For example: <ul style="list-style-type: none"><li>■ Science education</li></ul>	Yes    No    N/A Unsure/Can't Tell	<b>If integrated into a different subject area, list here:</b>

Item #	Characteristic	Included?	Comments
1.8	<p><b>Does the S&amp;S include the last review or revision date?</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Includes timestamp</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>Date and year of S&amp;S last review or revision:</b></p>
1.9	<p><b>Is the S&amp;S up-to-date for the current academic year(s)?</b></p>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	
1.10	<p><b>Has the S&amp;S been reviewed by a district/school advisory committee/council?</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ School Health Advisory Council (SHAC)</li> <li>■ HIV Materials Review Panel</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>Date of advisory review:</b></p>
1.11	<p><b>Does the S&amp;S indicate areas of cross-curricular alignment or mapping?</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Includes overlap of health-related content with English Language Arts standards</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	
1.12	<p><b>Is the S&amp;S provided from a commercially-available health or sexual health education curriculum?</b></p>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>Name of health or sexual health curriculum:</b></p>

## Part II. S&S Essential Elements

Item #	Element	Included?	Comments
2.1	<p><b>Aligns with relevant state-specific health education standards framework/benchmarks, or performance indicators</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Florida's Next Generation Sunshine State Standards</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>If yes, list name of state framework:</b></p>
2.2	<p><b>Aligns with relevant national health education standards framework/benchmarks, or performance indicators</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ <a href="#">National Health Education Standards</a> [NHES] performance indicators</li> <li>■ <a href="#">National Sexuality Education Standards</a> [NSES] key indicators</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>If yes, list name of national framework:</b></p>
2.3	<p><b>Aligns with district and community health priorities and needs across <u>each</u> grade level(s) or span</b></p>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	
2.4	<p><b>Includes relevant healthy behavior outcomes (HBOs) or objectives to prevent STDs/HIV and unintended pregnancy across each grade level(s) or span</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Sexual health, HBO1: Establish and maintain healthy relationships</li> <li>■ Sexual health, HB02: Be sexually abstinent</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p><b>Healthy behavior outcomes (HBOs) and aligned knowledge and skill expectations can be found in <a href="#">CDC's HECAT: Sexual Health Module</a></b></p>

Item #	Element	Included?	Comments
2.5	<p><b>Includes knowledge and skill expectations needed to meet healthy behavior outcomes (HBOs) or objectives for <u>each</u> grade level(s) or span</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ SH1.12.1 Explain how to build and maintain healthy family and peer relationships. (Sexual health, HBO1)</li> <li>■ SH2.8.6 Analyze how relevant influences of school and community affect sexual health practices, behaviors, and relationships. (Sexual health, HBO2)</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	<p>The healthy behavior outcomes (HBOs) and aligned knowledge and skill expectations can be found in <a href="#">CDC's HECAT: Sexual Health Module</a></p>
2.6	<p><b>Appropriately sequences healthy behavior outcomes (HBOs), topics, and skills within a standard and across grades PreK-12</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Content and skills increase in complexity based on learners' cognitive, intellectual, and physical abilities</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	
2.7	<p><b>Shows an awareness of students' developmental and learning needs</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ Differential instruction (e.g., special education, teaching of English as a second language)</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	
2.8	<p><b>Balances sexual health-related content appropriately across grades</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>■ S&amp;S <u>does not</u> include excessive repetition of concepts and/or skills</li> </ul>	<p>Yes    No    N/A</p> <p>Unsure/Can't Tell</p>	

**Important comments to consider:**

## Part III. Actions Steps

This portion of the checklist may be completed by individuals or groups who conducted a review of the sexual health education S&S document(s). Use the space below to provide specific, action steps the school district may consider for strengthening the S&S. Fill in the columns (e.g., the what, how, who, and when) with as much detail as possible. Provide your feedback to individuals or groups engaged in the S&S development or revision process.

Item #	The What: Recommendation(s) for improvement	The How: Steps for completing the specific tasks	The Who: Lead individual(s) or group(s) responsible	The When: Proposed timeline or due date for completion and follow-up
<i>Example</i>	<i>Add specific sexual healthy behavior outcomes, from HECAT, for all topic areas across grades 6, 7, and 8</i>	<i>Access the sexual health module of CDC's HECAT Select relevant HBOs and select associated knowledge and skill expectations</i>	<i>Dept of Health/Physical Education Curriculum &amp; Instruction Director; select 2 instructional resource teachers for help</i>	<i>Access HECAT's sexual health module: within 7 days Select sexual health HBOs: by end of the month</i>
3.1				
3.2				
3.3				
3.4				
3.5				