

Objectives 4.3, 4.4, 4.14, and 4.b state the following:

4.3 *Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)*

4.4 *... Students write short answers to define the types of sexual orientation*

4.14 *Identify possible determinants of sexual orientation and analyze the weight of each in light of available research (What are the sources of the research to be used?)*

4.b. *(Law and Policy. Connects with History & Social Science: Civics & Government)*
Explain the laws and relevant court rulings concerning rights about consensual sexual relationships and reproduction (e.g., Roe v. Wade, Bowers v. Hardwick) (See above)

Among the sources and selected resources listed in the Health Curriculum Frameworks:

- National Guidelines Task Force, Guidelines for Comprehensive Sexuality Education: Kindergarten – 12th Grade. New York: **Sexuality Information and Education Council of the United States**. 1991
- Kane, W.M., Step by Step to Comprehensive School Health: The Program Planning Guide, Santa Cruz, Ca. **ETR Associates**, 1993
- Gay and Lesbian High School Curriculum and Staff Development Project. A Staff Development Manual for Anti-Homophobia Education in the Secondary School. Cambridge, Ma: Harvard graduate School of Education, 1993

None of these organizations takes a conservative view of homosexual behavior.