

**Washington State Essential Academic Learning Requirements  
Relevant to Sexual Diversity**

<b>CONCEPT</b>	<b>Health EALR &amp; Benchmark</b>	<b>Social Studies EALR Benchmark &amp; Evidence of Learning</b>
<b>P1. There aren't any "girl colors and boy colors" or "girl games and boy games."</b>	<b>3.3.1a</b> Form safe and respectful relationships.	<b>C4.1.1a:</b> Identify the roles and responsibilities of community members.
<b>P2. Families come in all different shapes and sizes.</b>	<b>3.3.1a</b> Form safe and respectful relationships.	<b>H1.1.1a:</b> Describe who can be in a family drawing from personal experiences as well as from experiences of others.
<b>P3. It is wrong to call people names or put them down.</b>	<b>3.3.1a</b> Express emotions constructively.	<b>C4.1.1a</b> Describe situations that are fair in relation to him/herself and others.
<b>I1. Define "stereotype" and "prejudice." I2. You can't tell if people are gay or lesbian by how they look.</b>	<b>3.2.1a</b> [Distinguish] fact vs. myth.	<b>2.1.3c</b> Identify bias of subject; <b>3.1.4a</b> Identify multiple perspectives.
<b>I3. If you hear put downs, you can tell them you think it's mean (unfair, unkind).</b>	<b>2.3.1a</b> Explain one's right to personal and physical safety.	<b>2.1.1a</b> Communicate own feelings and beliefs; listen to [others'] viewpoints.
<b>I4. Evaluate media messages re: what's "masculine/feminine."</b>	<b>3.2.1a</b> Determine reliable sources of health information	<b>3.1.2f</b> Assume and portray others' points of view.
<b>I5. Most people have 2 sex chromosomes; some don't.</b>	<b>2.1.1a</b> Describe the structure and function of human body systems.	
<b>M1. GLB people* usually want the same things in relationships as heterosexual people.</b>	<b>3.3a</b> [Demonstrate] respect for self and others.	<b>3.1.4b</b> Recognize stereotypes, clichés, bias.
<b>M2. GLB people are usually respectful (not molesters/recruiters)</b>	<b>2.3b:</b> [Recognize, prevent, seek adult help with] harassment/sexual harassment (intimidation, threatening behavior, degradation).	<b>3.1.4b</b> Evaluate accuracy ... of information; analyze credibility and authenticity.
<b>M3. We don't know the origins of sexual orientation.</b>	<b>2.1b</b> [Explain the] physical, emotional, intellectual, & social changes [of] puberty (hormonal attractions, expressing ... feelings, sense of connectedness, empowerment).	<b>1.1.3d</b> Evaluate reliability, credibility, and validity of information from a variety of ... sources.
<b>M4. All people who have sex need to know how to make it safer.</b>	<b>2.2b</b> [Explain the] prevention, detection, treatment, monitoring [of] STDs; <b>2.3a</b> risks of HIV/STDs (transmission, effective prevention).	
<b>M5. LGBTQ people have made incredible contributions to this world. M6. LGBTQ people are in all walks of life.</b>		<b>WH 1.2</b> Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.

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H1. Define "biological sex" and "intersex."	2.1a Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.	
H2. Define "gender identity," "gender expression," "cisgender," "transgender," and "trans." H3. Define "sexual orientation," "heterosexual" (straight), "gay," "lesbian," "bisexual" and "bi."	2.1a Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.	
H4. Most experts say that you can't change your sexual orientation through therapy.	3.2a Evaluate the accuracy and usefulness of health information for selection of products and services; 3.4 Warning signs of depression and suicide, community resources, avoiding unhealthy coping mechanisms.	
H5. It is legal to discriminate against sexual minority people in most parts of the U.S. H6. There are only 12 U.S. states where same-sex couples can get legally married. H8. There are laws which discriminate against GLBT individuals and families.		H 1.2.3 Identify and analyze major concepts, people, and events in world history from 1400 to the present including challenges to democracy and human rights (1900-present).
H7. GLBT people have suffered from violence and discrimination globally. H9. A GLBT human rights movement has grown internationally since the 1950's.		G 3.3.3b Analyze how peoples' responses to policy debates are shaped by cultural influences.

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**The point is that LGBTQ\* content not an "add-on" unit or a "heroes & holidays" attitude. Rather, the goal is inclusiveness infused in the life of the school, just as other kinds of diversity belong in all disciplines at all grade levels.**

**MATH:** Math units can reinforce health concepts. Students can graph the number of people in their families. They can make pie charts and Venn diagrams of how many women, how many people of color and how many LGBT people are visible in their textbooks. They can determine what proportion of soldiers are women, what percentage of professional athletes are openly LGBT, what fraction of people at their school have been harassed using anti-gay slurs. In exploring mathematics as a career, they can learn of the contributions of mathematicians such as **Alan Turing**, the "founding father of computer science," who was gay.

**LANGUAGE ARTS:** Vocabulary units can reinforce social studies concepts. Students can read LGBT-inclusive children's books about families and about gender non-conforming kids. Students can journal, write research papers, and participate in class discussions about current and historical events relevant to sexual diversity. They can write and perform plays that teach bullying prevention skills. They can analyze biographies of LGBT icons. When they read the works of **Langston Hughes, Walt Whitman, and Lorraine Hansberry**, they can explore how these authors' sexual minority status may have influenced their writing.

**SCIENCE:** Students should explore the biology of sexual diversity, the epidemiology of HIV, the chemistry of love and infatuation, and the anthropology of cross-cultural attitudes about gender. They can study the science of survey research (and how to recognize flawed research) using examples of studies of attitudes about LGBT rights. And, in learning that science and technology are human endeavors, interrelated to each other, to society, and to the workplace, they can learn about the work of LGBTQ scientists such as **Margaret Mead, George Washington Carver and Leonardo da Vinci**.

**ARTS:** The arts can reinforce health and social studies learnings. Students can draw their families, paint portraits of men and women in non-traditional careers, photograph images of concepts such as "love" and "gender." They can critique films such as *Brother Outsider: The Life of Bayard Rustin*. They can study the proud history of protest music for social change (from slave spirituals, to the works of Woody Guthrie, **Holly Near, Pat Humphries, and Macklemore**). They can perform plays from *Dramatic Changes: Talking About Sexual Orientation and Gender Identity with High School Students Through Drama* or from *Cootie Shots: Theatrical Inoculations Against Bigotry for Children, Parents and Teachers*.

**See bibliographies, lesson plans and whole curricula at [www.SafeSchoolsCoalition.org](http://www.SafeSchoolsCoalition.org)**

\* LGBTQ = Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning