



**West Linn-Wilsonville School District**

# **Comprehensive Sexuality Education Plan K-12 Guidelines**

*May 2022*

WEST LINN-WILSONVILLE SCHOOL DISTRICT [www.wlww.k12.or.us](http://www.wlww.k12.or.us)

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# INTRODUCTION



***How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?***

The West Linn-Wilsonville School District holds the following beliefs and uses them to partner with families and community to provide a K-12 educational experience that prepares students for college, careers, and participation in local and world communities.

- **Professionalized Learning** to increase student performance through purposeful experience and reflection, integrating multiple ways of knowing and expressing understanding.
- **Passion for excellence** and the development of individual expertise and craftsmanship.
- **Individual and Collaborative Effort** knowing that what we do makes a difference for ourselves and our world.
- **Personal and Social Responsibility** extending interpersonal concern to the future and stewardship for the Earth and its inhabitants.
- **An Ethical Spirit** the commitment to integrity, honesty, trust, fairness, justice, and compassion.
- **Continuous Improvement** reflecting a desire to continually improve and become better.
- **Respect and appreciate** the richness that diversity of culture, beliefs, ideas, and experience offers an interdependent community.
- **The Family** as the primary support for the learner, while expanding the circle of support through business and community partnerships.

Health education is a component of a full and well-rounded education in the West Linn-Wilsonville School District. As individual students shape their own personal values and beliefs about healthy behaviors, with the primary influence and guidance of their families, the role of public schools in Oregon is to provide medically accurate and balanced information that is age-appropriate, and inclusive.

Each school district in Oregon is required to develop a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health Instructional Program. The CSEP is approved by each school district's local school board. Curriculum materials are approved as part of the CSEP. Districts are further required to continually update and improve their CSEPs and bring them to their school boards every two years for approval. Oregon also requires all school districts to implement the 2016 Health Standards during the 2018-2019 school year. As with all curriculum and instruction renewals, the process for learning the new

There are adjustments and revisions made during the first year with materials to ensure that lessons are effective, to pace the curriculum, and to make improvements in response to students' learning and participation.

The West Linn-Wilsonville School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- SB 856 (Sex Abuse Prevention Instruction),
- SB 790 (Domestic Violence Education),
- ORS 336.455 (Human Sexuality Education K-12),
- OAR 581-022-1140 (Equal Educational Opportunities),
- OAR 581-022-1440 (Human Sexuality Education),
- OAR 581-022-1210 (District Curriculum, instruction of infectious diseases, including HIV/AIDs and Hepatitis B/C).

There are secondary state sources also reflected in this plan, including:

- ORS 339.351-364 (Harassment, Bullying, Cyber-bullying and Intimidation),
- OAR 581-022-0413 (Prevention Education in Drugs and Alcohol),
- OAR 581-022-1510 (Comprehensive Guidance and Counseling),
- SB 79 (CPR Instruction for grades 7-12).

Effective health teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice and maintain lifelong health enhancing behaviors. The new Health Standards emphasize evaluating information, accessing information, self-management, analyzing influences, goal setting, and decision making for the purpose of developing a healthy lifestyle.

Human sexuality instruction emphasizes abstinence, but also includes knowledge about contraception to prevent pregnancy and communicable diseases. As always, teachers, counselors, and administrators shape instructional practices for health education and make instructional decisions about the interpretation of the standards. Using age appropriate guidelines is especially important to West Linn-Wilsonville educators and has influenced classroom practices. For example, although the concept of abstinence is introduced in middle school, it is not part of instruction for fourth graders, even though the term is mentioned in those grade level standards.

During the 2018-2019 school year, as the new standards are implemented for the first time, teachers, counselors, and administrators are focusing on teaching to the intent of the standards—goal setting and decision that lead to an overall healthy life, acceptance and respect for all—and on instruction that promotes all students' safety and comfort. All professional learning and planning have emphasized the importance of consistent practices in this focus on the intent of each standard rather than on the details of the content.

## BACKGROUND

Prior to planning for teaching to the 2016 Health Standards, the West Linn-Wilsonville School District has been implementing the *Second Step* curriculum, a program that is rooted in social-emotional health and learning, in grades K-8. *Second Step* is published by the Committee for Children, a nonprofit organization that has been in existence for the past 40 years and that focuses on the safety, health, and overall well-being of children. Curriculum materials for middle school have included *Teen Health*, published by Glencoe (McGraw-Hill) and high schools used McGraw-Hill's *Glencoe Health*. Information about communicable diseases, nutrition, mental health and sexuality was outdated or not included in the middle and high school texts.

The Oregon Department of Education (ODE) conducted a Health instructional materials adoption in 2008. In 2009, the state legislature passed ORS 336.455, requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum. The West Linn-Wilsonville School District had our school nurses teach a puberty lesson to fifth graders. Middle and high school teachers updated their textbook information with articles from health organizations.

In 2012, ODE revised and updated the health standards to align with child abuse reporting procedures. With the addition of new health legislation in 2013, OAR 581-022-1440, components to Human Sexuality Education were clarified to include the following:

- (1)(b) Program is “**balanced**,” which means instruction that provides information with the understanding of, and strength of the **preponderance of evidence**.
- (2) In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- (6)(c) The comprehensive plan of instruction shall include information that is complete, balanced and **medically accurate**.
- (6)(s) The comprehensive plan of instruction shall include information that is **culturally inclusive** which means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.
- (8) Further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear-based tactics.

In 2015, SB 79 on Cardiopulmonary Resuscitation (CPR) Instruction for grades 7-12, SB 790 on Domestic Violence Education for grades 7-12, and SB 856 on Sex Abuse Prevention Instruction for grades K-12 were added to include new components for compliance in school districts



West Linn-Wilsonville School District Comprehensive Sexuality Education Plan 2022: K-12 Guidelines across the state of Oregon. SB 79 required that students in grades 7-12 receive instruction in CPR and the use of Automated External Defibrillators (AEDs) facilitated by training developed by the American Heart Association and the American Red Cross. The West Linn-Wilsonville School District partnered with Tualatin Valley Fire and Rescue to train 7<sup>th</sup> graders to perform hands-only CPR. SB 790 requires boards to adopt policies that incorporate age-appropriate education about domestic violence into training programs for students in grades 7-12. SB 856 (Erin's Law) requires that boards must adopt a child sexual abuse prevention instructional program for grades K-12. That program must have a minimum of 4 instructional sessions (one session is understood as one class period) per school year, include age-appropriate curriculum, professional training components for administrators, teachers, and staff, and include a parental involvement component to inform parents about child sexual abuse topics.

In 2015, the National Health Education Standards were revised from the 1995 standards. Some of the changes included the addition of one more standard (from 7 to 8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This national work largely influenced each state's standards and is reflected in the ODE 2016 Health Standards, which were adopted by the State Board of Education in December 2016.

In January of 2017, district administrators and Health/Wellness teachers began studying the newly revised Oregon Health Standards to identify similarities and differences to the 2013 Health Standards and prepare for a curriculum and instruction renewal. Curriculum and instruction in all subject areas are reviewed and revised continually, usually in a 7-year cycle to improve student learning and to formally reflect updates in state standards. Following the approval of standards within a subject area by the Oregon State Board of Education, the State invites publishers to submit curriculum materials and there is a year-long process of reviewing the materials using ODE criteria and adopting materials for that subject area. View the [adopted instructional materials for Health](#).

Teachers and administrators participated in sessions at the Clackamas County ESD where Oregon Department of Education Health and Sexuality Education specialists led professional learning about interpreting and implementing the new standards. District administrators joined work groups that continued to study and plan for teaching to the standards throughout the 2016-2017 school year.

Teachers, specialists, counselors, district nurses, instructional coordinators and administrators contributed to the first Comprehensive Sexuality Education Plan. The curriculum, instructional guidelines and communication plan were outlined in the [WLWV 2019 Comprehensive Sexuality Education Plan](#). The WLWV School Board approved teaching to the 2016 Oregon Health Standards and the 2019 Plan in February, 2019. District staff formed a Health & Sexuality Education Task Force in spring 2019 so parents and educators could collaborate on the curriculum updates and any needed revisions to the guidelines for implementation for the updated plan that would be submitted for WLWV School Board approval in spring 2022. The Oregon Department of Education requires a Comprehensive Sexuality Education Plan to be revised and submitted for local school board approval every two years.

Guiding the instructional work are the policies put forth as well as a vision for Comprehensive Sexuality Education programs. Below are two forms from the 2015-16 ODE Sexual Abuse Prevention Advisory Group, the Oregon Attorney General's Sexual Assault Task Force, and the Oregon Department of Human Services: Children, Adults, and Families Division. The first is specific to integrating Child Sexual Abuse Prevention (SB 856), followed by a summary of Oregon legislation relating to sexuality education.

### **Vision(SB86)**

A school community is one that is actively engaged in **preventing child sexual abuse through implementation of effective, culturally responsive, and trauma-informed prevention programming**. This is done best on a foundation of strong, safe, and connected relationships between students, families, and staff.

**Trauma Informed**

**Culturally**

**Principles of Effective  
Prevention**

**Prevention programming MUST be implemented on a foundation of safe, strong, and consistent relationships between school staff, students, and their families. Schools staff can be powerful resiliency builders for students, particularly for those students who have experienced trauma, including child sexual abuse.**

## Definitions

**Effective sexual abuse prevention** implements established best practices, which are consistent with those in healthy sexuality education. Child abuse prevention efforts are directed towards the root causes of child sexual abuse. Health promotion, as primary prevention, is the most effective and occurs prior to any concerns of abuse arising. It is comprehensive, includes varied teaching methods, is sufficiently dosed, theory driven, appropriately timed, and evaluated and delivered by well-trained staff.

\* Sex Abuse Prevention Advisory Group 2015-2016, ODE 8/1/2016

**Trauma informed prevention** services are designed in a manner to acknowledge the roles violence and victimization play in the lives of many children and families. Trauma of any kind often causes lasting (and sometimes severe) changes in the survivor's basic sense of themselves, trust in others, participation in society, their culture, their health, and integrity of the child's body.

Trauma informed educators recognize the impact of past and current traumatic stress on community members including; children, caregivers, and school staff. They may act in collaboration with other school staff and community programs, using the best available science to facilitate and support the resiliency of the child, family, and community. Trauma informed practices and programming leads to changes in student and staff behavior and attitudes, as well as changes in school culture, practices, and policies.

**Culturally Responsive prevention programs** recognize that the diverse cultural characteristics of students, caregivers, and staff enhance the learning experience of all students. These programs empower students intellectually, socially, and emotionally by causing referents to impart knowledge and skills.



1. Oregon, The Oregon Attorney General's Sexual Assault Task Force. (2006). Recommendations to Prevent Sexual Violence in Oregon: A Plan. <http://oregonsatf.org/wp-content/uploads/2012/01/svpplow.pdf>
2. United States, Oregon Department of Human Services, Children, Adults, and Families Division (2007). The Oregon Youth Sexual Health Plan. <http://www.oregon.gov/DHS/CHILDREN/MFMC/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf>
3. Oregon Elevating Prevention Initiative (Jan 4, 2016, Publication). (n.d.). doi: <http://ctfo.org/wp-content/uploads/2016/01/Elevating-Prevention-Report>

[FINAL.pdf](#)

## Legislation That Shaped the Oregon 2016 Health Standards

Healthy Teen Relationships Act (2013) House Bill 4077	Each district shall adopt a policy that establishes procedures for school employees to respond to incidents of teen dating violence	Incorporates age appropriate education about teen dating violence into new or existing training for students in grades 7-12 and for school employees
Child Sexual Abuse Prevention Erin's Law (2015) Senate Bill 856	Each school district board shall adopt a child sexual abuse prevention instructional program for K-12 students and professional training for school employees	A minimum of 4 instructional sessions per school year with each year's instruction building on the previous year's instruction that is developmentally appropriate and culturally sensitive
Human Sexuality Education (2009) OAR 581-022-1440	Each school district shall teach an age-appropriate comprehensive plan of instruction, focusing on human sexuality, in grades 6-12 as part of health education and other subjects	The comprehensive plan of instruction shall include include information that aligns with the Oregon Health Education Content Standards and Benchmarks

The Oregon Department of Education tasked work groups comprised of educators, medical professionals, and health officials with developing standards and overarching guidelines for instructional practice based on the legislation relating to sexuality education. Based on the legislation, ODE identified three key guidelines for the implementation of the 2016 Health Standards and districts' Comprehensive Sexuality Education Plans. Sexuality education must be:

- **Age appropriate** – Curriculum and instruction are designed to fit with the cognitive, social, and emotional developmental levels of students.

- **Culturally inclusive** – Curriculum and instructional strategies are responsive to, and respectful of, culturally diverse individuals, families, and communities and effectively provide information.
- **Medically accurate** – Information has been developed through the scientific method and is reported or recognized in peer-reviewed and professionally authoritative publications.

ODE provided this overview of the Health and Sexuality Standards after they were adopted in 2016 and [responses to frequently asked questions](#):





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## Health and Sexuality Education Standards in Oregon

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and, the Child Sexual Abuse Prevention Law (2015) collectively contribute to the Oregon Department of Education's Comprehensive Sexuality Education policy framework. Approved by the State Board of Education in 2016, the Health Education Standards provide consistency in what is taught to students across Oregon to ensure equity in achievement and health.

## Comprehensive Sexuality Education

The new Standards expand on the required knowledge and skills related to *comprehensive sexuality education*. They expand the notion of what sexual health is, treating sexuality as "a multidimensional process, intimately linked to the basic human needs of being liked and accepted, displaying and receiving affection, feeling valued and attractive, and sharing thoughts and feelings."<sup>1</sup> Thus, the standards cover broad areas including body image, media literacy, gender roles, relationships, and communication.

Building on the most current research and the National Health Education Standards<sup>2</sup>, they do not promote sexuality or impose a set of values, but, rather, empower students to recognize, communicate, and advocate for their own health and boundaries. Many research studies have shown that this *comprehensive* approach works to delay sexual initiation, prevent unintended pregnancies, promote health, and reduce sexual violence and harassment<sup>3,4</sup>. Although comprehensive sexuality education instruction is a challenge, it is required to replace the outdated model of abstinence-only education, which places young people at increased likelihood of pregnancy and STIs once they do become sexually active<sup>5</sup>.

### For additional resources, visit:

<http://www.oregon.gov/ode/>  
<http://www.oregon.gov/oha/PH/HealthyPeopleFamilies/Youth/YouthSexualHealth/>  
<http://oregonsatf.org/>

**Age-appropriate** means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students.

**Culturally inclusive** means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.

**Medically accurate** means information that is established through the use of the scientific method. Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications.

Curriculum can't be shame or fear based. **Shame or fear based** means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships.

**Positive family communication and involvement** helps students learn to make responsible, respectful and healthy decisions.

**Affirmative consent** is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and encourage active student bystander behavior.

**Inclusive materials** means using language, and strategies that recognize different sexual orientations, gender identities and gender expression.

Oregon Administrative Rule (OAR)  
 581-022-2050

<sup>1</sup> Blum RW. "Sexual health contraceptive needs of adolescents with chronic conditions." Arch Pediatr Adolesc Med. 151: 290-297

<sup>2</sup> National Health Education Standards, <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<sup>3</sup> Kohler et al. "Abstinence-only and Comprehensive Sex Education and the Initiation of Sexual Activity" Journal of Adolescent Health, 42(4): 344-351.

<sup>4</sup> <http://www.advocatesforyouth.org/publications/publications-a-z/1487-publications>

<sup>5</sup> Santelli, JS; 2017 "Abstinence Only Until Marriage: an updated review of US policies and programs"

## Sexuality Education Frequently Asked Questions

### Sexuality Education Frequently Asked Questions



OREGON  
DEPARTMENT OF  
EDUCATION

#### 1. What is comprehensive sexuality education?

- **Comprehensive sexuality education is a curriculum-based process of teaching and learning about the emotional, physical and social aspects of human sexuality and healthy relationships.**
- Sexuality Education aims to equip children and young people with knowledge and skills that will empower them to:
  - Realize their health, well-being and dignity;
  - Develop respectful social and sexual relationships;
  - Consider how their choices affect their own well-being and that of others;
  - Understand and ensure the protection of their rights throughout their lives.

#### 2. What does “comprehensive” mean?

- **Comprehensive means complete, medically accurate, and age-appropriate.**
- **Comprehensive does not mean that young people are encouraged (or taught how) to have sex; it teaches that most adults will have sexual relationships in their lives, and the fact that it takes learning throughout life from trusted adults to promote that these relationships are healthy, safe, and happy.**
- Comprehensive sexuality education includes the most important information to prevent sexual violence and promote health.
- These key components of comprehensive sexuality education support young people to choose abstinence as the safest way to prevent STIs and unintended pregnancy, but also provides the skills and knowledge necessary to equip them to make healthy and safe decisions.

#### 3. What does sexuality health include?

- **Sexual health is a broad area, and is about so much more than what we usually think of as sexuality.**
- Oregon’s Health Education sexuality education standards address sexual as a lifelong process, linked to the basic human needs of having friendships and relationships, displaying and receiving affection, feeling valued and loved, and sharing thoughts and feelings.
- The standards cover socio-emotional learning concepts including:
  - body image,
  - media literacy,
  - decision-making,
  - gender roles,



- healthy relationships,
  - communication.
- The standards cover sexual and reproductive health issues, including, but not limited to:
  - sexual and reproductive anatomy and physiology
  - puberty and menstruation
  - reproduction,
  - modern contraception,
  - sexually transmitted infections.
- Although some of these topics may be challenging to teach, they are important to support the safety, health, and well-being of students.

#### 4. How can I be sure this content is appropriate for my child?

- **Oregon Laws and education standards require that all content is age-appropriate. Age-appropriate means that curricula are responsive to the changing needs and capabilities of children and young people as they grow.**
- The ‘mechanics’ or ‘technique’ of reproduction is never emphasized—the focus of sexuality education is on healthy sexual behaviors and the importance of healthy and equal relationships.
- Based on the age and development of learners, sexuality education addresses relevant topics when it is most timely for their health and well-being.
- Oregon standards are grade specific and reflect the most current research, as well as the National Health Education Standards.

#### 5. Why is sexuality an appropriate topic of learning for young children?

- **‘Sexuality’ can be understood as a core dimension of being human which includes:**
  - understanding the human body,
  - emotional connection and love, ○
  - gender,
  - intimacy,
  - reproduction.
- Sexuality education teaches that sexuality is a normal part of being human, so that children are not ashamed or embarrassed of asking trusted adults questions or seeking out help when they need it.
- It works! Many research studies have shown that when sexuality education is taught early and consistently, it contributes to young people waiting longer to have sex, having sex less often, having fewer partners, taking fewer risks, and using condoms and contraception more often.
- Abstinence-only education does not work. Studies have also shown that abstinence-only education is ineffective for all above outcomes.

#### 6. Why does sexuality education require that gender identity and sexual orientation be taught in the classroom?

- **Teaching these topics supports inclusion and respect, prevents violence, and encourages the learning and overall health and well-being of all students—especially those who may identify as lesbian, gay, bisexual, queer, non-gender binary, or transgender, (LGBTQ)— by affirming that all students are deserving of dignity, respect, and inclusion.**

- Research has shown that students who identify as lesbian, gay, bisexual, queer, non- gender binary, or transgender, (LGBTQ) experience higher rates of bullying, sexual assault, and other traumas. These student populations also experience higher rates of depression, pregnancy, suicidal ideation, and anxiety. This leads many of these young people to drop out or be chronically absent.
- Schools need to eliminate these bias-based threats and make schools safer for everyone.
- Teaching and modeling inclusivity, appreciation of diversity, and respect inside and outside of the classroom, makes schools and all students safer.
- Many children start expressing their gender identity in early childhood and it is the responsibility of public education to provide safe places for all students, regardless of their gender expression or identity, so they can learn and grow.
- ODE's *Guidance for Creating Safe Environments for Transgender Students* and Oregon's Equality Act reaffirm this commitment to serving all students.
- All students, no matter their sexual orientation, should be treated with dignity and respect and supported in pursuing learning, health, and academic success.

#### 7. Can parents opt their children out of certain sexuality education components?

- Sexuality Education standards are included in the mandatory Health Education Standards. Health Education is a core subject in Oregon, and its instruction is required by every public school in Oregon.
- It is important for the health and safety of children to be in school for all health education components, including socio-emotional learning, healthy relationships, and sexuality education. It is encouraged that if a parent finds a portion of the content to be inappropriate, that they opt out only of that portion and not the entire curriculum.
- According to Oregon Law, parents can opt their children out of any or all sexuality education components. However, parents cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents would also have to demonstrate to the school district how they would be complying with the Health Education Standards with alternative instruction.

#### 8. How does sexuality education address socio-emotional learning and mental health concepts?

- **Sexuality education focuses on teaching the foundations of socio-emotional wellbeing, not just teaching about bodies and preventing STIs.**
- Social and emotional learning is the process of learning the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- Sexuality education teaches skills related to building safe and positive relationships, understanding and accepting differences, challenging bias, resolving conflict, and making healthy decisions.
- Oregon's Health Standards include instruction requirements that cover respect, healthy communication, active listening, identifying personal values, self-assertion, and goal setting.

#### 9. How does sexuality education work to prevent sexual violence and assault?

- **Studies have shown that teaching sexuality education contributes to preventing sexual violence and gender-based discrimination.**
- Sexuality education supports young people to recognize what makes relationships healthy and unhealthy, and how to get help from trusted adults when they need it.
- Students learn the names of their body parts and that they have a right to decide who can and can't touch their bodies. This knowledge and set of skills empower students to communicate what makes them uncomfortable, talk about their experiences and concerns, and ask trusted adults questions without shame or embarrassment.
- Sexuality education also supports young people to build stronger and healthier relationships at all ages of development. This is done through socio-emotional skill building, such as healthy communication, respect, self-assertion, and challenging bias.

10. How big of a problem is sexual violence in Oregon?

- **In Oregon, over 1 in 8 students experience teen dating violence before age 18.** 1 in 2 women in Oregon experience sexual assault in their lifetimes. Sexual violence is a huge issue in Oregon that public education has a responsibility to face.
- The rates are higher among girls and LGBTQ students.
- Despite misconceptions, boys also experience teen dating violence far too frequently: more than 1 out of 10 boys experience sexual violence before the age of 18.

11. How big of a problem are sexually transmitted diseases in Oregon?

- **Sexually transmitted diseases are Oregon's most frequently reported infections and account for almost two-thirds of all reportable diseases.**
- Sexually transmitted infections have been increasing dramatically in the past few years in Oregon.
- Adolescents and young adults between 15-24 years of age have the highest infection rates.
- Most sexually transmitted diseases, if not identified and managed appropriately, can cause serious complications. Women and newborns bear an inordinate share of complications.

12. Are condom demonstrations required in schools?

- **Condom education is an effective way to help youth use condoms correctly and consistently when they begin to have sex. It has shown to be a best practice in health promotion.**
- Oregon Sexuality Education standards require students to know how to use a condom. In 6th grade, students must "identify" the steps to use a condom. In 7th, they should be able to "describe" the steps. In 8th they must "demonstrate the steps", and in 12th grade, students should be able to "demonstrate the steps to correctly use a condom and/or other barrier methods".
- The average Oregonian starts having sex around age 17—but at least 8% start having sex in 8th grade. This means that young people need the knowledge and skills to stay safe in middle-school.
- Condom use among adolescents is inconsistent. Adolescents are more likely to experience condom failures, and these failures discourage condom use.
- Evidence shows that educating youth about condoms does not make them more likely to start having sex. In fact, condom education is associated with a lower likelihood of sexual involvement.

13. What happens if a school district does not teach Oregon's Health & Sexuality Education standards?

- **Schools, in order to get public funding, must comply with Oregon Department of Education's Division 22 Standards.** This includes teaching the Health Standards and performance indicators.
- If a school does not comply with the law, a parent or concerned community member could file a complaint with the school, school district, or ODE. The complaint process for each School District is available on their website, as well as on the ODE website.

References:

1. Oregon Department of Education; 2016; Oregon Health Education Standards, <http://www.oregon.gov/ode/educator-resources/standards/health/Documents/2016ORHEStandardstable.pdf>
2. Oregon Sexuality Education Policy, ORS 336.455; 2009: [Oregon Human Sexuality Education Law](#), OAR 581-022-1440: [Oregon Human Sexuality Education Administrative Rules](#)
3. Oregon Department of Education; 2016; Guidance to Support School Districts Creating a Safe and Supportive Environment for Transgender Students: <https://bit.ly/2rp0pAM>
4. United Nations Educational, Scientific, and Cultural Organization; 2018; [International technical guidance on sexuality education: an evidence-informed approach](#)
5. Oregon Youth Sexual Health Partnership, Oregon Office of the Governor; 2015; [Oregon Youth Sexual Health Plan, YSH Plan 5-year update](#), <http://www.oregon.gov/oha/PH/HealthyPeopleFamilies/Youth/YouthSexualHealth>
6. Oregon Health Authority; 2017; [Oregon Healthy Teens Survey](#)
7. Oregon Safe Schools and Communities Coalition; 2017; Oregon Safe Schools Report <https://www.oregonsafeschools.org>

Code: **IGAI**

Adopted: 3/07/16

## West Linn-Wilsonville School District 3J

### **Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education\*\***

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035(2).

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#### END OF POLICY

#### **Legal Reference(s):**

[ORS 336.035](#)

[ORS 336.107](#)

[ORS 336.455](#) to [-336.475](#)

[ORS 339.370](#)

[OAR 581-022-0705](#)

[OAR 581-022-1440](#)

[OAR 581-022-1910](#)



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## **K-12 Sexuality Education Topics**

From the Oregon Health Standards

<b>Grades K-5</b>	<ul style="list-style-type: none"><li>• Abuse prevention: recognizing trusted adults, consent</li><li>• Disease prevention including bodily fluids</li><li>• Human growth and development</li><li>• Acceptance/respect for individuals and families and gender orientation</li><li>• Puberty</li></ul>
<b>Grades 6-8</b>	<ul style="list-style-type: none"><li>• Abuse prevention, healthy relationships, harassment, consent</li><li>• Reproductive system</li><li>• Decision making to avoid pregnancy and communicable diseases</li><li>• Changes during puberty</li><li>• Sexual health</li><li>• Acceptance/respect for gender identity, basic gender orientation definitions</li></ul>
<b>Grades 9-12</b>	<ul style="list-style-type: none"><li>• Abuse prevention, healthy relationships, harassment, consent</li><li>• Reproductive anatomy, pregnancy</li><li>• Abstinence and birth control</li><li>• Sexually transmitted diseases (STDs) and human immunodeficiency virus (HIV)</li><li>• Acceptance/respect for gender identity, gender orientation definitions</li></ul>

# WEST LINN-WILSONVILLE SCHOOL DISTRICT HEALTH AND WELLNESS PROGRAM

## Kindergarten – Fifth Grade Health

The West Linn-Wilsonville School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health. Students in grades K-5 will continue working with the standards that are addressed in the *Second Step* curriculum materials, published by Committee for Children, a nonprofit group focused on social-emotional learning. This includes the *Bullying Prevention* and *Child Protection* units from *Second Step*. The outline of the K-5 *Second Step* curriculum shows the topics covered at each grade level and is included in Appendix B. The complete lessons can be viewed at each primary school by contacting the counselor or principal. Classroom teachers and counselors will teach these lessons.

Classroom teachers, guided by district nurses, will provide age-appropriate lessons on prevention and control of disease using the curriculum materials from *The Great Body Shop*, published by Children's Health Market. Although the word *abstinence* is used in the standard, the WLWV lessons will not include information about sexual interactions but focus on the intent of the standard, which is knowing the types of germs that can cause diseases. Classroom teachers will use a video for girls and a video for boys to teach a lesson in 4<sup>th</sup> and 5<sup>th</sup> grades about taking care of yourself during puberty. The videos are available at each K-5 school for parents to view.

All students will also receive yearly instruction by licensed school counselors to address SB-856 or Erin's Law. These lessons, from the *Second Step Child Protection Unit*, support the following standards for grades K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- 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 an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

West Linn-Wilsonville School District Comprehensive Sexuality Education Plan 2022: K-12 Guidelines  
The standards addressed for grades 4-5 through the *Second Step Child Protection Unit* include:

- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.
- Practice and use refusal skills.

The K-5 Health Standards included in the Sexuality Education component of the overall Health Curriculum are listed below by grade level, followed by the form for opting out of specific lessons. Counselors will send home letters through school email list serves about upcoming sexual education topics. The opt out form will be available on the district and school websites and included with communication about the upcoming topics that will be taught. According to Oregon Law, parents can opt their children out of any or all sexuality education components. However, parents cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents would also have to demonstrate to the school district how they would be complying with the Health Education Standards with alternative instruction.

## KINDERGARTEN STANDARDS

### **Prevention and Control of Disease**

- Explain ways to prevent communicable and non-communicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.
- Share strategies for preventing the spread of communicable disease to others.

### **Promotion of Mental, Social and Emotional Health**

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.

### **Violence and Suicide Prevention**

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

### **Promotion of Sexual Health**

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- 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 an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.



## GRADE 1 STANDARDS

### **Prevention and Control of Disease**

- Explain ways to prevent communicable and non-communicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.
- Share strategies for preventing the spread of communicable disease to others.

### **Promotion of Mental, Social and Emotional Health**

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.

### **Violence and Suicide Prevention**

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Explain how helpful and hurtful messages in media and technology can influence.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Demonstrate the steps of problem solving, anger management, and impulse control.
- Set a goal to engage in positive, helpful behaviors.
- Demonstrate ways to prevent violence and unsafe situations.

### **Promotion of Sexual Health**

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- 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 an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

## GRADE 2 STANDARDS

### **Prevention and Control of Disease**

- Explain ways to prevent communicable and non-communicable disease and understand the difference.
- Identify what the school and community members can do to support health practices and behaviors.
- Share strategies for preventing the spread of communicable disease to others including HIV/AIDS, and Hepatitis B and C.

### **Promotion of Mental, Social and Emotional Health**

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.

### **Violence and Suicide Prevention**

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Explain how helpful and hurtful messages in media and technology can influence.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Demonstrate the steps of problem solving, anger management, and impulse control.
- Set a goal to engage in positive, helpful behaviors.
- Demonstrate ways to prevent violence and unsafe situations.

### **Promotion of Sexual Health**

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- 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 an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

## GRADE 3 STANDARDS

### **Prevention and Control of Disease**

- Explain ways to prevent communicable and non-communicable disease and understand the difference
- Share strategies for preventing the spread of communicable disease to others, including HIV/AIDS, and Hepatitis B and C.
- Identify what the school and community members can do to support personal health practices and behaviors.
- Describe how each body system contributes to personal health.

### **Promotion of Mental, Social and Emotional Health**

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.

### **Violence and Suicide Prevention**

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Explain how helpful and hurtful messages in media and technology can influence.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Demonstrate the steps of problem solving, anger management, and impulse control.
- Set a goal to engage in positive, helpful behaviors.
- Demonstrate ways to prevent violence and unsafe situations.

### **Promotion of Sexual Health**

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- 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 an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

## GRADE 4 STANDARDS

### **Prevention and Control of Disease**

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Identify examples of communicable and non-communicable diseases.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.

### **Promotion of Mental, Social and Emotional Health**

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- Identify people to talk with about social/emotional needs and relationships
- List characteristics that contribute to a healthy self-image.
- Demonstrate verbal and nonverbal, prosocial communication.
- Recognize diversity among people including: race, disability, gender identity, gender expression, and sexual orientation.
- Demonstrate prosocial behaviors including respect for self and others.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

### **Violence and Suicide Prevention**

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Demonstrate problem solving skills, anger management steps, and impulse control.
- Describe child abuse reporting law.
- Identify how to report unsafe situations to trusted adults.
- Advocate for a safe school environment.

### **Promotion of Sexual Health**

- Describe physical, social, and emotional changes that occur during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function.
- Recognize that puberty prepares female and male reproductive system for the potential to reproduce.
- Identify people at home, school or in the community who can provide medically accurate information about puberty.
- Identify people at home, school, or in the community who can provide information about health care practices during puberty.
- Identify medically accurate information about female and male anatomy.
- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.

- Recognize sexual harassment and sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to a trusted adult.
- Practice and use refusal skills.

## GRADE 5 STANDARDS

### **Prevention and Control of Disease**

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.
- Identify examples of communicable and non-communicable diseases.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.
- Encourage effective health care practices at home and school.

### **Promotion of Mental, Social and Emotional Health**

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- Identify people to talk with about social/emotional needs and relationships.
- Demonstrate verbal and nonverbal, prosocial communication.
- List characteristics that contribute to a healthy self-image.
- Identify personal characteristics that reflect a healthy self-image.
- Analyze how culture, media and others influence feelings related to self-image.
- Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.
- Demonstrate prosocial behaviors including respect for self and others.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

### **Violence and Suicide Prevention**

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Identify how to report unsafe situations to trusted adults.
- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.
- Advocate for a safe school environment.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Demonstrate problem solving skills, anger management steps, and impulse control.

### **Promotion of Sexual Health**

- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy
- Advocate for choosing abstinence.
- Describe physical, social, and emotional changes that occur during puberty.
- Identify health care practices related to physical changes during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function.
- Describe physical changes related to reproduction, including menstruation.
- Identify sexual orientation as the romantic attraction to someone of different or same gender.
- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.

- Demonstrate respect for self and others.
- Identify HIV and methods of transmission.
- Recognize sexual harassment and sexual abuse.
- Identify how culture, media, and technology influence our ideas about healthy relationships.
- Describe the characteristics of a healthy relationship.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.
- Identify influences that encourage young people to be abstinent.
- Practice and use refusal skills.
- Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

## 6th Grade Health

In accordance with the requirements of the State of Oregon, the West Linn-Wilsonville School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention. The text used by students and the source of content for the standards and topics taught is *Comprehensive Health Skills for Middle School*, published by Goodheart-Willcox.

There are two 6<sup>th</sup> grade lessons that the Health & Sexuality Education Task Force revised and edited from the 3 Rs (Rights, Respect, Responsibilities) curriculum, which is supported by Advocates for Youth. Those lessons are: *Understanding Boundaries* and *Gender Roles, Gender Expectations*. These lessons will be posted on the district website.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards and have their children opt out of specific lessons.

Parents may contact their child's Health/Wellness teacher if they have questions or concerns. They may use the opt-out form to indicate they prefer to have their child work on an alternate assignment. The opt-out form is on the district website on the Health Curriculum page and will be sent with notices about upcoming sexuality education topics at each school.

The 2016 Health Standards that are addressed in the Sexuality Education part of 6<sup>th</sup> Grade Health are listed below.



## 6<sup>TH</sup> GRADE HEALTH SEXUALITY EDUCATION STANDARDS

### **Promotion of Mental, Social, and Emotional Health**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Describe law for reporting child abuse.
- Identify home, school and community resources for mental and emotional health concerns.
- Identify school and community resources for reporting child abuse.
- Demonstrate effective communication skills that encourage healthy relationships.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Advocate respect for diversity.

### **Promotion of Sexual Health**

- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Explain how to promote safety, respect, awareness and acceptance.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.

### **Violence and Suicide Prevention**

- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Identify reporting process within school setting.
- Demonstrate effective ways to promote respect for self and others.
- Demonstrate a variety of clear communication skills to report dangerous situations.

## 7<sup>th</sup> Grade Health

In accordance with the requirements of the State of Oregon, the West Linn-Wilsonville School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention. The text used by students and the source of content for the standards and topics taught is *Comprehensive Health Skills for Middle School*, published by Goodheart-Willcox.

There are two 7<sup>th</sup> grade lessons that the Health & Sexuality Education Task Force revised and edited from the 3 Rs (Rights, Respect, Responsibilities) curriculum, which is supported by Advocates for Youth. Those lessons are: *Everybody's Got Body Parts I* and *Everybody's Got Body Parts II*. These lessons will be posted on the district website.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards and have their children opt out of specific lessons.

Parents may contact their child's Health/Wellness teacher if they have questions or concerns. They may use the opt-out form to indicate they prefer to have their child work on an alternate assignment. The opt-out form is on the district website on the Health Curriculum page and will be sent with notices about upcoming sexuality education topics at each school.

The 2016 Health Standards that are addressed in the Sexuality Education part of 7<sup>th</sup> Grade Health are listed below.

## 7<sup>TH</sup> GRADE HEALTH SEXUALITY EDUCATION STANDARDS

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior
- Analyze the short and long term effects of drug using the decision making model.

### **PREVENTION AND CONTROL OF DISEASE**

- Identify the differences between communicable and non-communicable diseases.
- Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.
- Demonstrate personal health care practices that prevent the spread of communicable disease.

### **PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Demonstrate effective communication skills that encourage healthy relationships.
- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.
- Advocate for healthy communication skills within relationships.
- Identify qualities that contribute to a healthy self-image
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Set goals around increasing healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Advocate respect for diversity.
- Identify how to manage emotions during adolescence.
- Identify home, school and community resources for mental and emotional health concerns.
- Describe law for reporting child abuse.
- Identify school and community resources for reporting child abuse.

### **PROMOTION OF SEXUAL HEALTH**

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender,

- Describe physical, social, and emotional changes that occur during puberty.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Demonstrate ways they can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.
- Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.
- Demonstrate the steps to using a condom.
- Analyze how friends, family, media, society and culture can influence self-concept and body image.
- Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.

## **VIOLENCE AND SUICIDE PREVENTION**

- Explain prosocial behaviors.
- Demonstrate effective ways to promote respect for self and others.
- Practice and use a variety of clear communication skills and peer resistance skills to promote prosocial behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.
- Explain how violence, aggression, bullying, cyberbullying, and harassment affect health and safety.
- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Set a personal goal to prevent and stop violence (including bullying and cyberbullying).
- Identify that media and technology may contain violent messages and images.
- Differentiate between prosocial and antisocial words and actions in the media.
- Set personal media and technology viewing goals.
- Identify reporting process within school setting.
- Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

## 8<sup>th</sup> Grade Health

In accordance with the requirements of the State of Oregon, the West Linn-Wilsonville School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention. The text used by students and the source of content for the standards and topics taught is *Comprehensive Health Skills for Middle School*, published by Goodheart-Willcox.

There is one 8<sup>th</sup> grade lesson that the Health & Sexuality Education Task Force revised and edited from the 3 Rs (Rights, Respect, Responsibilities) curriculum, which is supported by Advocates for Youth. The lesson is: *Protecting Your Health: Understanding and Preventing STDs*. The lesson will be posted on the district website.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards and have their children opt out of specific lessons.

Parents may contact their child's Health/Wellness teacher if they have questions or concerns. They may use the opt-out form to indicate they prefer to have their child work on an alternate assignment. The opt-out form is on the district website on the Health Curriculum page and will be sent with notices about upcoming sexuality education topics at each school.

The 2016 Health Standards that are addressed in the Sexuality Education part of 8th Grade Health are listed below.

## 8<sup>TH</sup> GRADE HEALTH SEXUALITY EDUCATION STANDARDS

### PREVENTION AND CONTROL OF DISEASE

- Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.
- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

### PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Identify different types of addictive behaviors, including drug use and problem gambling.
- Explain how to build and maintain healthy family, peer, and dating relationships.
- Describe law for reporting child abuse.
- Identify home, school and community resources for mental and emotional health concerns.
- Identify school and community resources that provide support for addictive behaviors.
- Identify school and community resources for reporting child abuse.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.
- Advocate respect for diversity.

### PROMOTION OF SEXUAL HEALTH

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Define sexual intercourse and its relationship to human reproduction.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Describe a range of ways people express affection within various types of relationships.
- Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy, and STD/HIV/Hepatitis B and C testing, and contraception.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Identify medically accurate information about STDs, HIV, and Hepatitis B and C.

- Demonstrate the steps to using a condom.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.
- Analyze the role of alcohol and other drug use in sexual violence-related situations.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.
- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practices.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Set a personal goal to avoid an unintended pregnancy.
- Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.
- Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.

## **VIOLENCE AND SUICIDE PREVENTION**

- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Identify that media and technology may contain violent messages and images.
- Identify reporting process within school setting.
- Demonstrate effective ways to promote respect for self and others.
- Demonstrate a variety of clear communication skills to report dangerous situations.
- Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.
- Set a personal goal to prevent and stop violence (including bullying and cyberbullying).
- Set personal media and technology viewing goals.

## High School Health and Sexuality Education

In accordance with the requirements of the State of Oregon, the West Linn-Wilsonville School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention. The text used by students and the source of content for the standards and topics taught is *Comprehensive Health*, published by Goodheart-Willcox.

There are five high school lessons that the Health & Sexuality Education Task Force revised and edited from the 3 Rs (Rights, Respect, Responsibilities) curriculum, which is supported by Advocates for Youth. The lessons are: *Understanding Gender*, *Planning and Protection: Avoiding or Managing STDs*, *Using Condoms Effectively*, *My Boundaries*, *We All Have Rights*. The lessons will be posted on the district website.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards and have their children opt out of specific lessons.

Parents may contact their child's Health/Wellness teacher if they have questions or concerns. They may use the opt-out form to indicate they prefer to have their child work on an alternate assignment. The opt-out form is on the district website on the Health Curriculum page and will be sent with notices about upcoming sexuality education topics at each school.

The 2016 Health Standards that are addressed in the Sexuality Education part of High School Health are listed below.



## HIGH SCHOOL HEALTH I SEXUALITY EDUCATION STANDARDS

### PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Explain how to build and maintain healthy family and peer relationships.
- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Analyze how personal, family, and cultural values influence healthy behaviors.
- Describe qualities that contribute to a healthy self-image.
- Identify influences, peer, family, community and media that contribute to a healthy self-image.
- Advocate for healthy communication skills within relationships.
- Classify personal stressors at home, in school and community.
- Practice strategies for managing and reducing stress, anger, and conflict.
- Set a goal to reduce/cope with life stressors in a health enhancing way.
- Describe law for reporting child abuse.
- Identify resources at school and in the community for reporting child abuse.
- Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Advocate respect for diversity.
- Describe how social environments affect health and well-being.
- Identify the social environments that influence health and well-being.
- Explain the causes, effects and symptoms of depression, including suicide and psychosis.
- Identify school and community resources that can help a person who is depressed or contemplating suicide.

### PREVENTION AND CONTROL OF DISEASE

- Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.
- Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

### PROMOTION OF SEXUAL HEALTH

- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe physical, social and emotional changes during the transition from adolescence to adulthood.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual

- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex.
- Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.
- Use the decision making process to make healthy choices around sexual health.
- Explain how to promote safety, respect, awareness and acceptance.
- Describe the impact of alcohol and other drug use on sexual decision-making.
- Describe a range of ways to express affection with healthy relationships.
- Demonstrate an understanding of “consent” through effective communication skills.
- Set a personal goal to treat partners with respect and to be treated with respect.
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Explain how media can influence one’s beliefs about what constitutes a healthy relationship.
- Describe strategies for preventing communicable diseases (and early detection of non-communicable diseases).
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Explain how to access local STD and HIV testing and treatment services.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Identify school and community resources that support early detection.
- Set a goal to practice strategies for preventing communicable and noncommunicable diseases.
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Demonstrate how to perform self-exams with anatomical models.
- Set a personal goal to avoid an unintended pregnancy.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Demonstrate the steps to using a condom correctly.
- Advocate for using sexual protection if having sex.

## **VIOLENCE AND SUICIDE PREVENTION**

- Interpret school policy related to bullying, cyberbullying, harassment, and intimidation.
- Examine how violence, aggression bullying, cyber- bullying and harassment affect health and safety.
- Identify the reporting process within the school setting and describe where and when to report dangerous situations.
- Demonstrate pro-social communication skills.
- Differentiate between prosocial and antisocial words and actions in the media.
- Demonstrate the ability to take the perspective of others in a conflict situation.
- Advocate for a safe and civil environment to foster student learning and achievement.
- Describe how alcohol and other drug use can affect decision-making and influence violence.

- Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation.
- Use the decision making process to comply with federal, state and local laws intended to prevent violence.
- Describe strategies for preventing communicable diseases and early detection of non-communicable diseases.
- Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

### **PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH**

- Explain how to build and maintain healthy family and peer relationships.
- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Analyze how personal, family, and cultural values influence healthy behaviors.
- Describe qualities that contribute to a healthy self-image. Identify influences, peer, family, community and media that contribute to a healthy self-image.
- Advocate for healthy communication skills within relationships.
- Classify personal stressors at home, in school and community.
- Practice strategies for managing and reducing stress, anger, and conflict.
- Set a goal to reduce/cope with life stressors in a health enhancing way.
- Describe law for reporting child abuse.
- Identify resources at school and in the community for reporting child abuse.
- Advocate respect for diversity.
- Describe how social environments affect health and well-being.
- Identify the social environments that influence health and well-being.
- Explain the causes, effects and symptoms of depression, including suicide and psychosis.
- Identify school and community resources that can help a person who is depressed or contemplating suicide.
- Explain different signs and symptoms of addictive behaviors.
- Identify school and community resources that support people with addictive behaviors.
- Identify how to communicate to a friend or relative you think is an addict and should get support/help.

### **PROMOTION OF SEXUAL HEALTH**

- Describe strategies for (preventing communicable diseases and) early detection of non-communicable diseases.
- Identify and advocate to others the importance of screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.

- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.
- Explain the laws related to reproductive and sexual health care.
- Analyze and Explain how public health policies and government regulations influence health promotion and disease prevention.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.
- Advocate for school policies and programs that promote dignity and respect for all.
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Explain how media can influence one's beliefs about what constitutes a healthy relationship.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Define sexual consent and explain its implications for sexual decision- making.

## **VIOLENCE AND SUICIDE PREVENTION**

- Demonstrate the steps of healthy communication in problem solving, anger management and impulse control.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Advocate for the promotion of respect and empathy for individual differences.
- Describe the consequences of prejudice and discrimination based on gender non- conformity, racism, sexism, and hate crimes.
- Describe how to access resources when you or someone else is depressed or considering suicide.
- Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.
- Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.
- Practice how to report and get help when depressed or considering suicide.
- Practice effective communication skills for reporting dangerous situations.
- Describe federal, state and local laws intended to prevent violence.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Identify public and private violence prevention resources.
- Explain pro-social behaviors and explain how they may prevent violence.
- Design an advocacy campaign for preventing violence, aggression, bullying, cyber- bullying and

- Differentiate between prosocial and antisocial words and actions in the media.
- Identify that media and technology may contain violent messages and images



## West Linn-Wilsonville Comprehensive Sexuality Education Plan 2022

### Guidelines for Sexuality Education Curriculum and Instruction

*School and district leaders review these guidelines at the beginning of the school year with teachers to clarify and confirm them as requirements.*

Curriculum	All Grade Levels K-12
	<ol style="list-style-type: none"> <li>1. Curriculum materials align with the 2016 Oregon Health Standards.</li> <li>2. The core comprehensive curriculum materials meet Oregon curriculum materials adoption criteria.</li> <li>3. Supplementary materials include only the adopted videos for puberty and consent and the specific additional lessons for middle and high school. The middle and high school supplementary lessons are posted on the district website.</li> <li>4. Supplementary lessons for grades 6-12 are written by WLWV health and curriculum staff. They have been vetted by Clackamas County public health professionals for medical accuracy and developed in collaboration with health educators who have led professional learning in developing health curriculum in Oregon. The additional lessons are for topics not covered in the core curriculum.</li> <li>5. At all grade levels, teachers use only the specific adopted materials. They do not use any other lessons or materials from a website or organization. Professional learning for all teachers using the curriculum includes thorough review and expectations with these guidelines.</li> </ol>
	Primary School K-5
	<ol style="list-style-type: none"> <li>6. K-5 curriculum includes <i>The Great Body Shop</i> health program and <i>Second Step</i> social-emotional learning curriculum, including Bullying Prevention and Child Protection. The optional lessons from <i>The Great Body Shop</i> are <u>not</u> being used. These videos are used: <i>Preventing Diseases and Hygiene</i> (Grades 3-5), <i>Consent</i> (Grades 3-5), <i>Puberty</i> (Grades 4-5, shown separately to boys and girls)</li> </ol>

<b>Curriculum</b>	<b>Middle School 6-8</b>
	<p>7. Middle school core curriculum includes Goodheart-Wilcox <i>Comprehensive Health Skills for Middle School</i> and <i>Second Step</i> social emotional program.</p> <p>Supplementary lessons to address standards not covered by the core curriculum are written by WLWV health and curriculum staff. Only these additional lessons are used and they have been vetted for medical accuracy by Clackamas County public health officials.</p> <p>Specific lessons written by district health and curriculum staff, vetted by Clackamas County Public Health on these topics include: Knowing and Respecting Boundaries (6<sup>th</sup>), Human Development: Puberty, Reproduction, Pregnancy (6<sup>th</sup>) Gender Identity &amp; Sexual Orientation (7<sup>th</sup>), Preventing Pregnancy and STIs (8<sup>th</sup>). The lessons will be posted on the district website.</p>
	<b>High School 9-12</b>
	<p>8. High school core curriculum includes Goodheart-Wilcox <i>Comprehensive Health</i>.</p> <p>Supplementary lessons to address standards not covered by the core curriculum are written by WLWV health and curriculum staff. Only these additional lessons are used and they have been vetted for medical accuracy by Clackamas County public health officials.</p> <p>Specific lessons written by district health and curriculum staff, vetted by Clackamas County Public Health on these topics include: What Is Gender?, Correct Use of Condoms, Importance of Boundaries, Rights and Health, STI Protection Video: <i>Tea and Consent</i></p>
<b>Instructional Practices</b>  <b>Use of Curriculum</b>  <b>Class Activities</b>	<b>All Grade Levels K-12</b>
	<p>1. As defined by ODE, all lessons, instructional practices, class activities and materials are:</p> <ul style="list-style-type: none"> <li>• <b>Age-appropriate-</b> Curriculum and class activities teach concepts, information, and skills based on the cognitive, social, and emotional experience and developmental level recognized by child development experts.</li> <li>• <b>Culturally inclusive-</b> Instructional strategies and materials are respectful of and effective for culturally diverse individuals, families and communities.</li> <li>• <b>Medically accurate:</b> Information in materials and lessons have been derived through the scientific method and based on quantifiable results that can be replicated and have been accurately verified, and that is recognized or published in peer-reviewed journals or other authoritative publications.</li> </ul> <p>2. Teachers provide the information from approved materials without adding their values and beliefs, plan and teach class activities that do not ask students to share values and beliefs or personal experiences and direct</p>

<b>Instructional Practices</b>  <b>Use of Curriculum</b>  <b>Class Activities</b>	<p>students to discuss individual questions with their families. This includes asking a class to publicly name their preferred pronouns.</p> <p>3. All lessons and activities within sexuality education focus on safety, acceptance and understanding information. Students do not engage in discussions or activities where they publicly share experiences, beliefs or where they are with their views of themselves or others.</p> <p>4. Teachers plan and teach sexuality education lessons with an emphasis on all students feeling safe and comfortable with the learning activities.</p> <p>5. The context and approach to teaching to standards about gender identity is developing respect and acceptance for all individuals.</p> <p>6. Curriculum and instruction in sexuality education does not include role playing about these topics or any instruction or discussion about specific sexual interactions.</p>
	<b>Primary School K-5</b>
	<p>7. Teachers representing each grade level identify what is taught and what parts of the adopted materials are used so all teachers across the district at a grade level teach the same lessons.</p>
	<b>Middle School 6-8</b>
	<p>8. Teachers remind students to talk with their families about their beliefs and values before and after each topic or lesson.</p> <p>9. Teachers avoid discussions about personal experiences and opinions for sexuality topics.</p> <p>10. There are no condom demonstrations.</p>
	<b>All Grade Levels K-12</b>
<b>Communication with Families</b>	<p>1. The curriculum used and the Comprehensive Sexuality Education Plan 2022 are posted on the district website.</p> <p>2. All notifications about sexuality education are translated into Spanish for emails and paper copy distribution. When schools identify the need to translate information into additional languages, the district provides this through contracted services.</p> <p>3. The full texts and sets of materials used at primary, middle and high school are available at each school and at the district office. Parents contact the counselor or principal to arrange to view materials at schools. Copyright restrictions prevent the district from posting textbook and core program materials on school or district websites. Parents may preview videos at their schools.</p>
	<b>Primary School K-5</b>



<b>Communication with Families</b>	<ol style="list-style-type: none"> <li>An overview of K-5 health topics taught at each grade level is posted on the district and school website. The overview names the materials used and a summary of activities. At each grade level parents can contact the instructional coordinator or principal with specific questions.</li> <li>Counselors send a letter to families about the Child Protection Unit topics from <i>Second Step</i> taught at each grade level.</li> <li>Parents of 4<sup>th</sup> and 5<sup>th</sup> graders receive a letter at least a week in advance about the puberty lesson. There is a summer of the video and information about how parents can preview it.</li> </ol>
	<b>Middle School 6-8</b>
	<ol style="list-style-type: none"> <li>Teachers post the sexuality education topics and when they will be taught on their webpages or the school webpage and send families a notice through ParentVue at the beginning of the semester about when topics will be taught.</li> <li>There are summaries of topics and lessons that include key activities on the school or teachers' webpages.</li> <li>The additional lessons written by district staff are posted on the WLWV Health (Teaching &amp; Learning) webpage.</li> </ol>
	<b>High School 9-12</b>
	<ol style="list-style-type: none"> <li>Teachers post the sexuality education topics and when they will be taught on their webpages or the school webpage and send families a notice at the beginning of the semester through ParentVue about when topics will be taught.</li> <li>The additional lessons written by district staff are posted on the WLWV Health (Teaching &amp; Learning) webpage.</li> </ol>
	<b>All Grade Levels K-12</b>
<b>Opting Out</b>	<ol style="list-style-type: none"> <li>Opt-out forms for sexuality education are available on the district website along with the <i>Comprehensive Sexuality Education Plan</i> so parents can opt students out of specific topics or lessons.</li> <li>Health/Wellness or classroom teachers provide a reading and writing assignment on another health topic, using grade level core materials for students who opt out of a lesson.</li> <li>Opting out does not affect a student's grade, course credit or class participation evaluation in any way.</li> <li>Teachers group students and provide the health lessons so students may be working on different tasks but are still part of the community and do not feel excluded.</li> </ol>

	5. When families receive notification about topics through ParentVue, the opt out form is included.
	<b>Primary School K-5</b>
	6. Teachers from each grade level across the district identify grade appropriate reading/drawing/writing tasks on other health related topics and using <i>The Great Body Shop</i> materials for students opting out of lessons. Students who opt out work with the newsletters from <i>The Great Body Shop</i> , on different topics in the same way students are reading and working with varied materials during Reading and Writing Workshop.
	<b>Middle and High School</b>
	7. Teachers have the opt-out form available on their webpage and/or make it available to families when they send communication through ParentVue each semester about the sexuality education topics in their courses and when they will be taught. Parents receive information about topics at least one week before they are taught.
	8. Health and Wellness teachers identify reading and writing activities on other health topics, using the Goodheart-Wilcox texts, for students who are opting out of the lesson(s).
	9. Teachers provide health reading and writing activities from the Goodheart-Wilcox text and set up learning so students are not singled out and in ways that fit with the grouping used in all subject areas for differentiation.

West Linn-Wilsonville School District Comprehensive Sexuality Education Plan 2022: K-12 Guidelines

## WEST LINN-WILSONVILLE OPT OUT LETTER AND FORM



West Linn-Wilsonville School District

Dear Families,

In the West Linn-Wilsonville School District and the state of Oregon, sexuality education is one part of the standards and curriculum for K-12 health. The topics and how they are addressed vary by grade level. At each grade level, teachers are using the same curriculum materials and classroom activities for sexuality education topics.

All curriculum materials used for sexuality education align with the 2016 Oregon Health Standards and have been adopted by the WLWV School District. A task force made up of parents, teachers, district nurses, counselors and specialists selected the curriculum used this school year. The task force reviews curriculum materials as part of revising the *Comprehensive Sexuality Education Plan* submitted to the WLWV School Board for approval every two years.

Our district is committed to partnering with parents/caregivers in providing sexuality education. We recognize that parents are children's primary sexuality educators and that school educators are sharing the responsibility for this learning, as required by state standards. At school, sexuality education focuses on understanding medically accurate information, acceptance of all individuals and instruction that prioritizes high quality, safe and comfortable learning for all students.

In acknowledging the sensitive nature of sexuality education topics, the opt-out form includes topics taught at grade levels and space for you to give details about parts of topics you do not want your child to learn in class. All materials are available for preview at your child's school. If you choose to have your child not participate in topics or in specific parts of topics, please complete and return the opt-out form to your child's teacher, through email or by having a paper copy returned to school.

There are other health lessons at each grade level, on topics not related to sexuality education, that teachers have identified for students who opt out. Teachers organize the learning so students who are doing alternative lessons have peers and/or adults to interact with and are part of overall health learning.

Please contact your child's teacher or the school principal if you have questions.

Sincerely,

WLWV Health Education Staff



West Linn-Wilsonville School District

## K-5 Sexuality Education Opt-out Form

*Please indicate the topics you are selecting for opt-out by checking the boxes below for your child's grade level. If you are opting your child out of part of a topic, please explain in the space at the bottom. Return this page to your child's teacher.*

### Kindergarten Topics:

- ☐ Private body parts
- ☐ Safe and unsafe touches
- ☐ Defining family and team

### Grade 1 Topics:

- ☐ Private body parts
- ☐ Safe and unsafe touches
- ☐ Family similarities and differences, including gender identity

### Grade 2 Topics:

- ☐ Private body parts
- ☐ Safe and unsafe touches
- ☐ Awareness of gender differences

### Grade 3 Topics:

- ☐ Private body parts
- ☐ Safe, unsafe and confusing touches
- ☐ Defining family, different families

### Grade 4 Topics:

- ☐ Private body parts
- ☐ Reporting sexual abuse
- ☐ Safe, unsafe and confusing touches
- ☐ Hormones and body changes
- ☐ Transmitted diseases
- ☐ Puberty video

### Grade 5 Topics:

- ☐ Private body parts
- ☐ Sexual abuse, harassment
- ☐ Appropriate and inappropriate touches
- ☐ Body changes in puberty
- ☐ Biological differences in boys and girls
- ☐ Hormones-endocrine system
- ☐ Understanding gender
- ☐ Defining viruses and HIV
- ☐ Puberty video

Please describe or explain if there are specific parts of topics where you want your child to participate in alternative health learning. \_\_\_\_\_

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**STUDENT NAME** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**PARENT/GUARDIAN NAME (Please print.)** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_ **EMAIL ADDRESS** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_



West Linn-Wilsonville School District

## Grades 6-8 Sexuality Education Opt-out Form

*Please indicate the topics you are selecting for opt-out by checking the boxes below for your child's grade level. If you are opting your child out of part of a topic, please explain in the space at the bottom. Returning this form to your child's Wellness teacher is the way to inform the school that you do not want your child to participate in activities about any or all of the topics checked below.*

### Grade 6 Topics:

- ☐ Human development: puberty, reproduction, pregnancy
- ☐ Boundaries

### Grade 7 Topics:

- ☐ Promoting healthy relationships
- ☐ Consent and recognizing sexual and gender-based harassment
- ☐ Gender identity and sexual orientation: definitions, respect, acceptance of all individuals

### Grade 8 Topics:

- ☐ Sexual health: abstinence, consent, refusal skills
- ☐ Promoting safe dating
- ☐ Reporting abuse
- ☐ Preventing pregnancy and STIs
- ☐ Sexual harassment and reporting abuse

Please describe or explain if there are specific parts of topics where you want your child to participate in alternative health learning. \_\_\_\_\_

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**STUDENT NAME** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**PARENT/GUARDIAN NAME (Please print.)** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_ **EMAIL ADDRESS** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_



West Linn-Wilsonville School District

## High Sexuality Education Opt-out Form

*Please indicate the topics you are selecting for opt-out by checking the boxes below for your child's grade level. If you are opting your child out of part of a topic, please explain in the space at the bottom. Return this page to your child's Health teacher.*

### High School Topics:

- ☐ Reproductive system anatomy
- ☐ Pregnancy and stages of development
- ☐ Refusal skills
- ☐ Consent
- ☐ Relationships: recognizing healthy and abusive qualities
- ☐ Gender identity and sexual orientation
- ☐ STDs and HIV
- ☐ Abstinence and birth control
- ☐ Healthy decision making
- ☐ Online safety
- ☐ Boundaries
- ☐ Rights and responsibilities with sexuality

Please describe or explain if there are specific parts of topics where you want your child to participate in alternative health learning. \_\_\_\_\_

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**STUDENT NAME** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**PARENT/GUARDIAN NAME (Please print.)** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_ **EMAIL ADDRESS** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_

## PROCESS FOR CONTINUED IMPROVEMENT OF THE COMPREHENSIVE SEXUALITY EDUCATION PLAN

School districts' Comprehensive Sexuality Education Plans are approved every two years by each district's school board. This prompts continual evaluation of the implementation and effectiveness of the current plan. Schools in the West Linn-Wilsonville School District will use data from the Oregon Healthy Teens Survey, Panorama Survey, district-designed surveys of students and parents, middle and high school student focus group information about curriculum and instruction in all classes, feedback and information from school parent advisory groups and/or site councils, and the ongoing work of a district Health/Wellness Education Task Force to evaluate and revise the current plan.

The district Health/Wellness Task Force will be comprised of representatives from these stakeholder groups:

- Health/Wellness Teachers
- Classroom Teachers
- Students
- Parents of students attending school in the district
- Counselors
- School Nurses
- Student Support and Outreach Specialists
- School Psychologists
- School Administrators
- District Administrators

Consultancy from local health professionals, the Clackamas County ESD, and the Oregon Department of Education will be part of the study and updating of the plan. The Health/Wellness Task Force will meet a minimum of four times for 3-hour sessions each school year.

## APPENDIX A: OREGON LEGISLATION RELATED TO THE COMPREHENSIVE EDUCATION PLAN

Approved by the Oregon State Board of Education in December 2015.

### **581-022-1440 Human Sexuality Education**

#### ***1. The following definitions apply to Oregon Administrative Rule 581-022-1440:***

- (a) "Age-appropriate" means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students;
- (b) "Balanced" means instruction that provides information with the understanding of, and strength of the preponderance of evidence;
- (c) "Best practice" means a practice/curriculum that is based in proven theory and practices, and has some evidence of effectiveness, but has not specifically gone through a randomized controlled trial that is needed to become an evidence-based practice;
- (d) "Comprehensive plan of instruction" (as defined by Oregon education statutes) means K-12 programs that emphasize abstinence, but not to the exclusion of condom and contraceptive skills-based education. The human sexuality information provided is complete, balanced, and medically accurate. Opportunities are provided for young people to develop and understand their values, attitudes, beliefs and decisions about sexuality as a means of helping young people exercise responsibility regarding sexual relationships and sexual health decisions as further defined by subsections (2) and (3);
- (e) "Consensual" means the presence of a "yes" when "no" is a viable option;
- (f) "Culturally inclusive" means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner;
- (g) "Gender expression" means how people express their gender based on mannerisms, dress, etc. A person's gender expression/presentation may not always match their gender identity;
- (h) "Gender identity" means a person's internal sense of being male, female or some other gender, regardless of whether the individual's appearance, expression or behavior differs from that traditionally associated with the individual's sex assigned at birth;
- (i) "Gender role" means the socially determined sets of behaviors assigned to people based on their biological sex;
- (j) "Gender sensitive" means using materials and instruction strategies that are sensitive to individual's similarities and differences regarding gender role, gender identity and/or sexual orientation;
- (k) "Healthy relationship" means one in which both people feel a healthy sense of "self". Each person feels comfortable and safe when spending time with the other person. Two individuals try to meet each



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other's needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm;

(l) "Medically accurate" means information that is established through the use of the 'scientific method.' Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications;

m) "Non-consensual sexual behavior" means any sexual act that is inflicted upon a person who is unable to grant consent or that is unwanted and compelled through the use of physical force, manipulation, threats, or intimidation;

(n) "Research-based" means intervention is based on theoretical approaches that have been shown through scientific evaluation to be effective in achieving the intended outcomes. Evaluation based on studies using scientifically based designs; results published in recognized, peer-reviewed journals;

(o) "Sexual intercourse" means a type of sexual contact or activity involving one of the following:

- (A) Vaginal sex;
- (B) Oral sex; or
- (C) Anal sex;

(p) "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or other romantic and/or sexual attraction;

(q) "Shame or fear based" means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships. Not all curricula or activities that describe risks of sexual activities can be considered "fear-based;"

(r) "Skills-based" means instructional strategy that has students practice the desired skill; and

(s) "Student bystander behavior" means behaviors in which students who witness or learn about a peer's harmful behaviors or attitudes intervene when it is safe to do so.

## **2. Each school district shall provide:**

an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. As part of the comprehensive plan of human sexuality instruction, each school district board shall adopt a child sexual abuse prevention instructional program for students in kindergarten through grade 12 as defined in subsection (9). In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students' grades 6-8 and at least twice during grades 9-12.

## **3.**

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and

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effective education strategies shall develop the plan of instruction required by this rule, and in alignment with the Oregon Health Education Standards and Benchmarks, cooperatively.

**4. Local school boards shall:**

approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective education strategies.

**5. Any parent may:**

request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).

**6. The comprehensive plan of instruction shall include information that:**

(a) Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and mostly responsible sexual behavior to reduce the risk of unintended pregnancy and exposure to HIV, Hepatitis B/C and other sexually transmitted infectious diseases;

(b) Allays those fears concerning HIV that are scientifically

groundless; (c) Is balanced and medically accurate;

(d) Provides balanced, accurate information, and skills-based instruction on the risks and benefits of contraceptives, condoms and other disease reduction measures which reduce the risk of unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

(e) Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

(f) Stresses the risks of contracting HIV, hepatitis B and C and other infectious diseases through sharing of needles or syringes for injecting illegal drugs and controlled substances;

(g) Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

(h) Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. Students shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

(i) Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

(j) Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting, and prevention of the spread of STDs, STIs, including testing for STDs, STIs, HIV and pregnancy;

(k) Advises pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married;

- (l) Encourages family communication and involvement and helps students learn to make responsible decisions;
- (m) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
- (n) Teaches that no form of sexual expression, or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
- (o) Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
- (p) Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
- (q) Validates through course material and instruction the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's actions;
- (r) Uses inclusive materials, language, and strategies that recognizes different sexual orientations, gender identities and gender expression;
- (s) Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
- (t) Is culturally inclusive.

***7. The comprehensive plan of instruction shall emphasize skills-based instruction that:***

- (a) Assists students to develop and practice effective communication skills, the development of self-esteem and the ability to resist peer and partner pressure;
- (b) Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
- (c) Enhances students' ability to access valid health information and resources related to their sexual health;
- (d) Teaches how to develop and communicate relational, sexual and reproductive boundaries; (e) Is research-based, evidence-based and/or best practice; and
- (f) Aligns with the Oregon Health Education Content Standards and Benchmarks.

***8. All human sexuality education programs shall:***

emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only method that is 100 percent effective against unintended pregnancy, HIV infection (when transmitted sexually), hepatitis B/C infection, and other sexually transmitted infections and diseases. Abstinence is

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to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, sexually transmitted infections and diseases, and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing, ignoring or stigmatizing those students who have had or are having sexual relationships. Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

**9. As part of the comprehensive plan of human sexuality instruction:**

each school district shall provide child sexual abuse prevention instruction from kindergarten through grade 12. School Districts must provide a minimum of four instructional sessions per year. One instructional session is equal to one standard class period.

**10. Materials and information shall:**

be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 336.455 & 336.455

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; EB 2-1997, f. & cert. ef. 3-27-97; ODE 25-2002, f. & cert. ef. 11-15-02; ODE 15-2007, f. & cert. ef. 7-6-07; ODE 25-2009, f. & cert. ef. 12-10-09; ODE 10-2013, f. & cert. ef. 4-10-13

## APPENDIX B:

### TOPICS COVERED IN CURRICULUM MATERIALS

#### PRIMARY: GRADES K-5

##### ***Second Step, K-5 Child Protection and Bullying Prevention Units***

###### **Child Protection Unit for K- 5**

Topics Addressed at Each Grade Level, see [complete outline for grade level concepts](#)

Ways to Stay Safe

The Always Ask First

###### **Bullying Prevention Unit for K-5**

Topics Addressed at Each Grade Level, see [complete outline for grade level concepts](#)

K-3: Class Rules, Recognizing/Reporting/Refusing Bullying, Bystander Power

4-5: Class Rules, Recognizing/Reporting/Refusing Bullying, Bystander Power and Responsibility, Bystanders to Cyber Bullying

##### ***The Great Body Shop, K-5 Topics***

Use this [link](#) to see the complete outline of topics at each grade level

###### **Kindergarten**

Private body parts

Safe and unsafe touches

Defining family and team

###### **1<sup>st</sup>**

Private body parts

Safe and unsafe touches

Family similarities and differences

###### **2<sup>nd</sup>**

Private body parts

Safe and unsafe touches

Awareness of differences

###### **3<sup>rd</sup>**

Private body parts

Safe, unsafe, confusing touches

Defining family, different families

###### **4<sup>th</sup>**

Private body parts

Reporting sexual abuse

Safe, unsafe, confusing touches.

Hormones and body changes

Transmitted diseases

###### **5<sup>th</sup>**

Private body parts

Sexual abuse, harassment

Appropriate/inappropriate touches

Body changes in puberty

Biological differences in boys and girls

Hormones-endocrine system

Defining viruses and HIV

**Marsh Video: *Puberty*, used in 4<sup>th</sup> and 5<sup>th</sup> grades**

## MIDDLE: GRADES 6-8

### **Second Step, G. 6-8 Bullying and Harassment, Respecting All Unit**

#### **Recognizing Bullying and Harassment**

**Topics Addressed at Each Grade Level, see [complete outline for grade level concepts](#)**

6<sup>th</sup>: Recognizing and Responding to Physical, Relational and Verbal Bullying, Responding to Cyberbullying, Being an Upstander, Raising Awareness About Bullying

7<sup>th</sup>: Defining and Recognizing Sexual and Gender-Based Harassment, Rights and Responsibilities Regarding Harassment, Preventing Harassment

8<sup>th</sup>: Understanding Bullying and Social Factors That Contribute, Sexual and Gender-Based Harassment, Aspects of Identity, Being Inclusive

### **Comprehensive Health Skills for Middle School, published by Goodheart-Wilcox, Topics G. 6-8**

#### **6<sup>th</sup>**

Communicable Diseases  
Understanding & Preventing  
Reproductive System  
Reproduction, Sexuality, Puberty  
Human Development  
Sexual Health

#### **7<sup>th</sup>**

Sexual Health & Relationships  
Promoting Healthy Relationships  
Family & Peer Relationships  
Consent  
Gender Identity: Definitions,  
Respect, Acceptance of All  
Understanding Sexuality

#### **8<sup>th</sup>**

Sexual Health: Abstinence.  
Consent, Refusal Skills  
Rules for Safe Dating  
Preventing Pregnancy, STDs  
Gender Identity & Sexuality  
Definitions

### **WLWV Additional Lessons, Written by District Health and Curriculum Staff**

#### **6<sup>th</sup>**

Knowing & Respecting Boundaries  
Gender & Stereotypes

#### **7<sup>th</sup>**

Sexual & Reproductive Body Systems

#### **8<sup>th</sup>**

Preventing STDs

## High School: GRADES 9-12

### ***Comprehensive Health Skills*, published by Goodheart-Wilcox, Topics for high school courses**

Reproductive System Anatomy

Pregnancy and Stages of Development

Identity: Gender Vocabulary, Stereotypes, Empathy and Understanding Differences, Understanding  
Individuals' Stories, Respect and Acceptance

Healthy Relationships, Recognizing Healthy and Abusive Qualities

Consent

Refusal Skills

STDs and HIV

Abstinence and Birth Control

Healthy Decision Making

Online Safety

### **WLWV Additional Lessons, Written by District Health and Curriculum Staff**

Avoiding Risk of STDs

Gender Expression

Use of Condoms

Setting & Communicating Boundaries

Health Care for STDs & Preventing Pregnancy

## Appendix C: Oregon Department of Education 2016 Health/Wellness Standards

### OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS Grades K-12

The mission of the Oregon Department of Education is to foster equity and excellence for every learner through collaboration with educators, partners and communities.

Oregon Department of Education (ODE) wishes to thank all the statewide stakeholders who provided input to develop the new Oregon Health Education Standards and Performance Indicators.

\*Note, a significant change to the new standards includes K-12 grade level performance indicators.

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across our state to ensure equity in education.

Quality health education is characterized by standards-based instruction and provides students with the knowledge and skills needed to lead healthy lives.

Health-literate people are able to obtain and apply knowledge and skills to enhance their own health and the health of others — both now and in the future as their needs change throughout their lives.

ODE is in the process of developing guidance documents to assist districts with implementation of the new standards, and will be conducting an instructional materials review process in the summer of 2017.

Districts should be implementing instructional materials aligned to the new standards in the fall of 2018.

#### **Adopted December 2016**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.



Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

*BOLD = In Statute/Rule*

### KINDERGARTEN PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.K.1 Identify dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.K.2 Identify safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.K.3 Identify when it is important to seek healthcare.

HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.K.5 List potentially unsafe body fluids and objects to avoid.

HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.K.7 Recognize that there are many ways to express gender.

HE.1.K.8 Recognize the importance of treating others with respect including gender expression.

HE.1.K.9 Describe the characteristics of a friend.

HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.

HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.K.12 List a variety of ways people express affection within various types of relationships.

HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.1.K.14 Identify different kinds of family structures.

HE.1.K.15 Define consent as it relates to personal boundaries.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.K.1 Identify who influences personal health practices and behaviors.

HE.2.K.2 Identify school resources that support health practices and behaviors.

HE.2.K.3 Identify how the media can influence health behaviors.

HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

Adopted December 2016

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Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.K.1 Identify ways to locate school and community health helpers.

HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.K.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.

HE.3.K.5 Identify who to report to at home, school and in the community if they see unsafe objects.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.

HE.4.K.2 Identify effective active listening skills.

HE.4.K.3 Identify effective refusal skills to avoid or reduce health risks.

HE.4.K.4 Identify sources of support to go to if threatened or harmed.

HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.K.1 Identify when help is needed to make a health-related decision.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.K.1 Identify a short-term personal health goal and take action toward achieving the goal.

HE.6.K.2 Identify resources to achieve health-related goals.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.K.1 Identify healthy practices and behaviors that maintain or improve personal health.

HE.7.K.2 Recognize behaviors that avoid or reduce health risks.

HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.K.1 Demonstrate ways to promote personal health.

HE.8.K.2 Encourage peers to select positive health choices.

## GRADE ONE PERFORMANCE INDICATORS

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.1.1 Describe the dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.1.3 Identify when it is important to seek healthcare.

HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.

HE.1.1.7 Explain that there are many ways to express gender.

HE.1.1.8 Recognize the importance of treating others with respect including gender expression.

HE.1.1.9 Describe how they can be a good friend.

HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.

HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.1.1.14 Describe different kinds of family structures. HE.1.1.15

Describe consent as it relates to personal boundaries.

Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.1.1 Identify how family influences personal health practices and behaviors.

HE.2.1.2 Describe how school resources support health practices and behaviors.

HE.2.1.3 Describe how the media can influence health behaviors.

HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.1.1 Describe ways to locate school and community health helpers.

HE.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.1.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable.

HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.

HE.4.1.2 Describe effective active listening skills.

HE.4.1.3 Identify effective refusal skills to avoid or reduce health risks.

HE.4.1.4 Describe ways to tell sources of support if threatened or harmed.

HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.1.1 Describe situations when a health-related decision is needed.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal. HE.6.1.2 Describe resources to achieve health-related goals.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.1.1 Describe healthy practices and behaviors that maintain or improve personal health.

HE.7.1.2 Describe behaviors that avoid or reduce health risks.

HE.7.1.3 Describe how to clearly say no and how to leave an uncomfortable situation.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.1.1 Discuss ways to make requests to promote personal health. HE.8.1.2 Encourage peers to make positive health choices.

## GRADE TWO PERFORMANCE INDICATORS

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood

injuries. HE.1.2.3 Identify when it is important to seek healthcare.

HE.1.1.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.

HE.1.2.5 Demonstrate ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.

HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.

HE.1.2.8 Recognize the importance of treating others with respect including gender

expression. HE.1.2.9 Describe how they can be a good friend.

HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.

HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate

behaviors. HE.1.2.14 Identify how media and technology influence our ideas about friendships.

HE.1.2.15 Explain different kinds of family structures.

HE.1.2.16 Practice consent as it relates to personal boundaries.

Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.



HE.2.2.1 Demonstrate how family influences personal health practices and

behaviors. HE.2.2.2 Demonstrate how school resources support health practices and

behaviors. HE.2.2.3 Demonstrate how the media can influence health behaviors.

HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.2.1 Demonstrate ways to locate school and community health helpers.

HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth. HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.

HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.

HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.2.1 Demonstrate decision-making skills for health-related situations.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.

HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.2.1 Explain the importance of promoting personal health. HE.8.2.2 Encourage peers to justify positive health choices.

## GRADE THREE PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.3.1 Identify the relationship between healthy behaviors and personal health.

HE.1.3.2 List examples of physical, mental, social, emotional, and environmental health. HE.1.3.3 Recognize ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.

HE.1.3.4 Describe ways to prevent common childhood injuries and health problems. HE.1.3.5 Identify why it is important to seek health care.

HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.

HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects. HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).

HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce. HE.1.3.10 Define sexual orientation.

HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.3.13 Identify the characteristics of a healthy relationship.

HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.

HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.3.16 Describe a variety of ways people express affection within various types of relationships.

HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.

HE.1.3.18 Identify how media and technology influence our ideas about

Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.3.1 Recognize the influence of culture on personal health practices and behaviors. HE.2.3.2 Explain how school resources support health practices and behaviors.

HE.2.3.3 Recognize how media influences thoughts, feelings, and health behaviors.

HE.2.3.4 Recognize how peers and family can influence healthy and unhealthy behaviors. HE.2.3.5 Recognize how peers and family can influence ideas about body image.

HE.2.3.6 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.3.7 Recognize ways that technology can influence personal health.

HE.2.3.8 Describe positive and negative ways friends and peers can influence various relationships. HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.3.1 Locate resources from home, school, and community that provide valid health information.

HE.3.3.2 Recognize characteristics of valid health information, products, and services.

HE.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.

HE.3.3.5 Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.

HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.

HE.3.3.8 Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.3.9 Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.3.1 Recognize effective verbal and nonverbal communication skills to enhance health.

HE.4.3.2 Recognize when to ask for assistance to enhance personal health.

HE.4.3.3 Recognize effective refusal skills that avoid or reduce health risks.

HE.4.3.4 Recognize nonviolent strategies to manage or resolve conflict.

HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.3.6 Identify ways to communicate your thoughts and feelings while maintaining healthy relationships.

HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.3.1 Recognize health-related situations that might require a decision.

HE.5.3.2 Recognize when assistance is needed in making a health-related

decision. HE.5.3.3 Recognize a healthy option when making a decision.

HE.5.3.4 Recognize the outcomes of a health-related decision.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.3.1 Choose a personal health goal and track progress toward its achievement. HE.6.3.2 Recognize resources to assist in achieving a personal health goal.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.3.1 Recognize responsible personal health behaviors.

HE.7.3.2 Recognize a variety of healthy practices and behaviors that maintain or improve personal health.

HE.7.3.3 Recognize a variety of behaviors to avoid or reduce health risks.

HE.7.3.4 List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity, and sexual orientation.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.3.1 Recognize opinions that use accurate information about health issues. HE.8.3.2 Recognize ways to encourage others to make positive health choices.

HE.8.3.3 List ways students can work together to promote dignity and respect for all people.

## GRADE FOUR PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.4.1 Describe the relationship between healthy behaviors and personal health.

HE.1.4.2 Describe examples of physical, mental, social, emotional, and environmental health.

HE.1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.

HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.

HE.1.4.5 Describe why it is important to seek help with a health issue.

HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.

HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.4.9 Define sexual orientation.

HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.4.11 Understand importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.4.12 Describe the characteristics of a healthy relationship.

HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.

HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.4.15 Describe a variety of ways people express affection within various types of relationships.

HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.

HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.

HE.1.4.18 Discuss consent as it relates to personal boundaries.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.4.1 Describe the influence of culture on personal health practices and behaviors.

HE.2.4.2 Describe how the school and community can support personal health practices and behaviors.

HE.2.4.3 Describe how media influences thoughts, feelings, and health behaviors.

HE.2.4.4 Describe how peers and family can influence healthy and unhealthy behaviors.

HE.2.4.5 Describe how friends and family can influence ideas about body image.

HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.4.7 Describe ways that technology can influence personal health.

HE.2.4.8 Compare positive and negative ways friends and peers can influence various relationships. HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.4.1 Describe resources from home, school, and community that provide valid health information.

HE.3.4.2 Describe characteristics of valid health information, products, and services.

HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.4.5 Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.



HE.3.4.6 Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.

HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.4.10 Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.4.1 Describe effective verbal and nonverbal communication skills to enhance health.

HE.4.4.2 Describe how to ask for assistance to enhance personal health.

HE.4.4.3 Describe refusal skills that avoid or reduce health risks.

HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.

HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.4.6 Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.

HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.4.1 Describe health-related situations that might require a decision.

HE.5.4.2 Describe when assistance is needed in making a health-related decision.

HE.5.4.3 Describe a healthy option when making a decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.4.1 Set a personal health goal and track progress toward its achievement.

HE.6.4.2 Describe resources to assist in achieving a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.4.1 Describe responsible personal health behaviors.

H.E.7.4.2 Describe a variety of healthy practices and behaviors that maintain or improve personal health, including but not limited to, healthy food choices and 60 minutes of daily physical activity.

HE.7.4.3 Describe a variety of behaviors to avoid or reduce health risks.

HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.4.1 Communicate opinions using accurate information about health issues.

HE.8.4.2 Describe ways to encourage others to make positive health choices.

HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied.

HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.

## GRADE FIVE PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.5.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.5.2 Analyze examples of physical, mental, social, emotional, and environmental health.

HE.1.5.3 Analyze ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote health literacy.

HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.

HE.1.5.5 Demonstrate when it is important to seek health care.

HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.

HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.5.9 Identify health care practices related to physical changes during puberty.

HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.

HE.1.5.12 Discuss ways of expressing gender.

HE.1.5.13 Describe the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.5.14 Discuss the characteristics of a healthy relationship.

HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.

HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.5.17 Analyze a variety of ways people express affection within various types of relationships.

HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.

HE.1.5.19 Discuss how culture, media and technology influence our ideas about healthy relationships.

HE.1.5.20 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.5.21 Practice how consent relates to personal boundaries.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors.

HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors.

HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors. HE.2.5.4

Analyze how peers and family can influence healthy and unhealthy behaviors. HE.2.5.5

Discuss how friends and family can influence ideas about body image.

HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.5.7 Analyze ways that technology can influence personal health. HE.2.5.8

Analyze ways friends and peers can influence various relationships.

HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.5.1 Analyze resources from home, school, and community that provide valid health information.

HE.3.5.2 Analyze characteristics of valid health information, products, and services.

HE.3.5.3 Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.5.5 Demonstrate how to access resources, including people at home, school or in the

community who can provide medically accurate information and/or support about puberty and health care practices during puberty.

HE.3.5.6 Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.

HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.5.10 Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

HE.4.5.2 Demonstrate how to ask for assistance to enhance personal health.

HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.

HE.4.5.4 Demonstrate nonviolent strategies to manage or resolve conflict.

HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.5.6 Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.

HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.5.1 Analyze health-related situations that might require a decision.

HE.5.5.2 Analyze when assistance is needed in making a health-related decision.

HE.5.5.3 Analyze a healthy option when making a decision.

HE.5.5.4 Reflect the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.5.1 Analyze a personal health goal and track progress toward its achievement.

HE.6.5.2 Analyze resources to assist in achieving a personal health goal.

HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.5.1 Analyze responsible personal health behaviors.

HE.7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health.

HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.

HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.5.1 Express opinions based on accurate information about health issues.

HE.8.5.2 Encourage others to make positive health choices.

HE.8.5.3 Persuade others to take action when someone else is being teased, harassed or bullied.

HE.8.5.4 Explain how to promote safety, respect, awareness and acceptance of yourself and others. HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people.

## GRADE SIX PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.6.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.6.2 Describe qualities that contribute to a healthy body image.

HE.1.6.3 Describe the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.

HE.1.6.4 Identify how the environment affects personal health.

HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.

HE.1.6.6 Describe ways to reduce exposure to the sun.

HE.1.6.7 Identify the physical, academic, mental, and social benefits of physical activity.

HE.1.6.8 Recognize factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.

HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.1.6.10 Describe basic first aid procedures needed to treat injuries and other emergencies.

HE.1.6.11 Explain safe behaviors when traveling to and from school and in the community.

HE.1.6.12 Recognize the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.

HE.1.6.13 Describe the benefits of and barriers to practicing healthy behaviors.

HE.1.6.14 Identify the factors that contribute to chronic diseases.

HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.

HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and noncommunicable diseases.

HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.

HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.6.20 Describe health care practices related to physical changes during puberty.

HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.

HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures.

HE.1.6.24 Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.

HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.

HE.1.6.27 Identify everyone has the right to say who touches their body and how.

HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.

HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.

HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.

HE.1.6.38 Identify ways to prevent HIV and other STDs.



HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.

HE.1.6.41 Identify consent as a freely given yes.

HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention.

HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.

HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.

HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.

HE.1.6.47 State the stages of addiction.

HE.1.6.48 Identify ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.

HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

HE.1.6.50 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.

HE.1.6.51 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.

HE.1.6.52 Identify between healthy eating, disordered eating, and eating disorders.

HE.1.6.53 Recognize the importance of variety and moderation in food selection and consumption. HE.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress.

HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.

HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.

HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors.

HE.2.6.3 Examine how messages from media influence health behaviors. HE.2.6.4

Describe how peers influence healthy and unhealthy behaviors. HE.2.6.5 Describe how friends and family can influence ideas about body image.

HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.6.7 Examine the impact of technology and social media on various types of relationships.

HE.2.6.8 Recognize the influence of technology on personal and family health.

HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.2.6.10 Examine how the family influences the health of adolescents.

HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.

HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults).

HE.2.6.13 Identify how the perceptions of norms influence healthy and unhealthy behaviors.

HE.2.6.14 Explain the influence of personal values and beliefs on individual health practices and behaviors.

HE.2.6.15 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

HE.2.6.17 Recognize factors that influence a healthy, active lifestyle.

HE.2.6.18 Examine how school and public health policies can influence health promotion and disease prevention.

HE.2.6.19 Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.

HE.2.6.21 Explain how family and friends can influence one's beliefs about what constitutes a

HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.6.2 Explain the validity of health information, products, and services.

HE.3.6.3 Describe strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.

HE.3.6.4 Describe situations that may require professional health services.

HE.3.6.5 Determine the accessibility of products that enhance health.

HE.3.6.6 Identify valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues. HE.3.6.7 Identify sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.6.8 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.

HE.3.6.9 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.

HE.3.6.11 Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.

HE.3.6.12 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.6.13 Identify school and community resources for reporting child abuse.

HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and

prevention. HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.6.2 Describe how to ask for assistance to enhance the health of self and others.

HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

HE.4.6.4 Explain effective conflict management or resolution strategies.

HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.6.6 Explain communication skills that foster healthy relationships.

HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others. HE.4.6.8

List a variety of clear communication skills to report and/or access help in dangerous situations.

HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

HE.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.6.1 Recognize when health-related situations require the application of a thoughtful decision-making process.

HE.5.6.2 Identify protective factors and barriers that can impact healthy decision making.

HE.5.6.3 Analyze when assistance is needed in making a health-related decision.

HE.5.6.4 Recognize healthy options when making a decision about health-related issues or problems. HE.5.6.5 Describe how to use a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.

HE.5.6.6 Recognize when individual or collaborative decision making is appropriate.

HE.5.6.7 Describe the decision-making process to practice safety in and around motor vehicles.

HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.

HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.

HE.5.6.10 Practice a decision-making process to make healthy choices around sexual health.

HE.5.6.11 Practice a decision-making process to give or receive consent.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.6.1 Create a goal to maintain, or improve a personal health practices.

HE.6.6.2 List personal health practices that lead to a healthy lifestyle.

HE.6.6.3 Identify strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.

HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.

HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).

HE.6.6.6 Develop a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.

HE.6.6.7 Create and implement a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.

HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect.

HE.6.6.11 Identify a personal goal to be treated with dignity and respect.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.6.1 Recognize the importance of assuming responsibility for personal health behaviors.

HE.7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

HE.7.6.3 Identify healthy ways to maintain a healthy body weight.

HE.7.6.4 List personal strategies for minimizing potential harm from exposure to the sun.

HE.7.6.5 Conduct a personal dietary assessment using the USDA guidelines.

HE.7.6.6 Choose effective ways to promote respect for self and others, including others who are different from you.

HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.

HE.7.6.8 Identify ways to be physically active throughout a lifetime.

HE.7.6.9 Identify the early signs of stress.

HE.7.6.10 Identify behaviors to avoid or reduce health risks to self and others.

HE.7.6.11 Demonstrate personal health care practices that prevent the spread of communicable disease.

HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

HE.7.6.13 Identify the steps to correctly use a condom. HE.7.6.14

List criteria for evaluating the health of a relationship.

HE.7.6.15 List ways to treat your friends, family and partner with dignity and respect.

HE.7.6.16 Describe strategies to use social media safely, legally and respectfully.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.6.1 State a health-enhancing position on a topic and support it with accurate information.

HE.8.6.2 Describe how to influence and support others to make positive health choices.

HE.8.6.3 Identify how to promote empathy for individual differences.

HE.8.6.4 Describe a safe environment, including one that is free of substances, has safe and

nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.6.5 Describe how to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.6.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.

HE.8.6.7 Investigate school policies and programs that promote dignity and respect for all.

HE.8.6.8 Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

HE.8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

## GRADE SEVEN PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.7.1 Analyze the relationship between healthy behaviors and personal

health. HE.1.7.2 Describe qualities that contribute to a healthy body image.

HE.1.7.3 Explain the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.

HE.1.7.4 Identify how the environment affects personal health.

HE.1.7.5 Explain ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.

HE.1.7.6 Describe ways to reduce exposure to the sun.

HE.1.7.7 Explain the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.

HE.1.7.8 Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.

HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.1.7.10 Apply basic first aid procedures needed to treat injuries and other

emergencies. HE.1.7.11 Plan safe behaviors when traveling to and from school and in the community.

HE.1.7.12 Explain the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.

HE.1.7.13 Describe the benefits of and barriers to practicing healthy

behaviors. HE.1.7.14 Identify the factors that contribute to chronic diseases.

HE.1.7.15 Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

HE.1.7.16 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

HE.1.7.17 Describe the human sexual and reproductive systems including body parts and



their  
functions.

HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and noncommunicable diseases.

HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.

HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.7.21 Explain health care practices related to physical changes during puberty.

HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.7.23 Describe the physical, social, cognitive and emotional changes of adolescence. HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.

HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression. HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.

HE.1.7.27 Define the characteristics of healthy and unhealthy relationships.

HE.1.7.28 Discuss why everyone has the right to say who touches their body and how. HE.1.7.29 Describe a range of ways people express affection within various types of relationships. HE.1.7.30 Explain how forms of bullying, cyberbullying,

harassment, discrimination, and violence can affect health and safety.

HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.

HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.

HE.1.7.40 Define ways to prevent HIV and other STDs.

HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.

HE.1.7.43 Define consent as a freely given yes.

HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.

HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.

HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.

HE.1.7.47 Recognize the signs and symptoms of a pregnancy.

HE.1.7.48 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors.

HE.1.7.50 Explain the stages of addiction and its' effects on the adolescent brain.

HE.1.7.51 Develop ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.

HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs. HE.1.7.53 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.

HE.1.7.54 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.

HE.1.7.55 Distinguish between healthy eating, disordered eating, and eating

HE.1.7.57 Identify personal stressors at home, in school and community and strategies to reduce stress.

HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.

HE.1.7.59 Explain the roles of problem-solving, anger management and impulse control have on preventing violence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.7.1 Recognize the influence of culture on health beliefs, practices, and behaviors.

HE.2.7.2 Explain how the school and community can affect personal health practices and behaviors.

HE.2.7.3 Analyze how messages from media influence health behaviors. HE.2.7.4 Review how peers influence healthy and unhealthy behaviors.

HE.2.7.5 Describe what influences our values around body image, including the media.

HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.7.7 the impact of technology and social media on various types of relationships. HE.2.7.8 Describe the influence of technology on personal and family health.

HE.2.7.9 Discuss how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.2.7.10 Analyze how the family influences the health of adolescents

HE.2.7.11 Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others.

HE.2.7.12 Describe influences that may affect self-esteem (e.g., peers, media, and adults).

HE.2.7.13 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

HE.2.7.14 Examine the influence of personal values and beliefs on individual health practices and behaviors.

HE.2.7.15 Review how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HE.2.7.16 Describe the influences that may encourage young people to engage in risky, addictive behaviors.

HE.2.7.17 Explain factors that influence a healthy, active lifestyle.

HE.2.7.18 Explain how school and public health policies can influence health promotion and disease prevention.

HE.2.7.19 Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.

HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.

HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.7.25 Describe how our values impact our sexual health-related decisions.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.7.1 Access valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.7.2 Analyze the validity of health information, products, and services.

HE.3.7.3 Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.

HE.3.7.4 Examine situations that may require professional health services.

HE.3.7.5 Review the accessibility of products that enhance health.

HE.3.7.6 Locate valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.7.7 Describe sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.

HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.7.10 Describe information and sources of support for healthy and unhealthy relationships.

HE.3.7.11 Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.7.12 Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.

HE.3.7.13 Review school and community resources for reporting child abuse.

HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention. HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance

HE.4.7.1 Analyze effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.7.2 Practice how to ask for assistance to enhance the health of self and others.

HE.4.7.3 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

HE.4.7.4 Demonstrate effective conflict management or resolution strategies.

HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.7.6 Practice communication skills that foster healthy relationships.

HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations.

HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships.

HE.4.7.13 Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.7.1 Explain when health-related situations require the application of a thoughtful decision-making process.

HE.5.7.2 Describe protective factors and barriers that can impact healthy decision making.

HE.5.7.3 Analyze when assistance is needed in making a health-related decision.

HE.5.7.4 Describe healthy options when making a decision about health-related issues or problems. HE.5.7.5 Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.

HE.5.7.6 Distinguish when individual or collaborative decision making is appropriate.

HE.5.7.7 Use a decision-making process to promote safe practices in and around motor vehicles.

HE.5.7.8 Explain healthy and unhealthy options to health-related issues or problems.

HE.5.7.9 Practice using a decision-making process to enhance or establish healthy relationships.

HE.5.7.10 Practice a decision-making process to make healthy choices around sexual health.

HE.5.7.11 Practice a decision-making process to give or receive consent.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.7.1 Develop and analyze a goal to maintain, or improve a personal health practices.

HE.6.7.2 Explain personal health practices that lead to a healthy lifestyle.

HE.6.7.3 Describe strategies and skills needed to attain a personal health goal such as implementing and monitoring of a physical activity health plan.

HE.6.7.4 Apply and analyze achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.

HE.6.7.5 Create and analyze a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).

HE.6.7.6 Develop and apply a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.

HE.6.7.7 Create and design a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.

HE.6.7.8 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.6.7.9 Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.6.7.10 Set a personal goal to treat your partners with dignity and respect.

HE.6.7.11 Set a personal goal to be treated with dignity and respect.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or

HE.7.7.1 Explain the importance of assuming responsibility for personal health behaviors.

HE.7.7.2 Demonstrate the ability to practice healthy behaviors that can maintain or improve the health of self and others.

HE.7.7.3 Differentiate healthy ways to maintain a healthy body weight.

HE.7.7.4 Describe personal strategies for minimizing potential harm from exposure to the sun.

HE.7.7.5 Conduct a personal dietary assessment using the USDA guidelines.

HE.7.7.6 Demonstrate effective ways to promote respect for self and others, including others who are different from you.

HE.7.7.7 Practice managing personal stressors with peers, at home, in school, and community.

HE.7.7.8 Propose ways to be physically active throughout a lifetime.

HE.7.7.9 Explain the early signs of stress and practice stress management techniques.

HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others.

HE.7.7.12 Apply personal health care practices that prevent the spread of communicable disease.

HE.7.7.13 Describe the steps to correctly use a condom.

HE.7.7.14 Assess the criteria for evaluating the health of a relationship.

HE.7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.

HE.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.7.1 Express a health-enhancing position on a topic and support it with accurate information.

HE.8.7.2 Demonstrate how to influence and support others to make positive health choices.

HE.8.7.3 Develop a plan to promote of empathy for individual differences.



HE.8.7.4 Analyze a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.7.5 Demonstrate how to influence and support others to make positive health choices that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.7.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.

HE.8.7.7 Assess for school policies and programs that promote dignity and respect for all.

HE.8.7.8 Assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

## GRADE EIGHT PERFORMANCE INDICATORS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.8.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.8.2 Describe qualities that contribute to a healthy body image.

HE.1.8.3 Analyze the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.

HE.1.8.4 Identify how the environment affects personal health.

HE.1.8.5 Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.

HE.1.8.6 Describe ways to reduce exposure to the sun.

HE.1.8.7 Analyze the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.

HE.1.8.8 Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.

HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.1.8.10 Demonstrate basic first aid procedures needed to treat injuries and other emergencies. HE.1.8.11 Evaluate safe behaviors when traveling to and from school and in the community. HE.1.8.12 Analyze the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.

HE.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors.

HE.1.8.14 Identify the factors that contribute to chronic diseases.

HE.1.8.15 Plan what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

HE.1.8.16 Assess the likelihood of injury or illness if engaging in unhealthy behaviors.

HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.

HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and noncommunicable diseases.

HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.

HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.8.21 Explain the health care practices related to physical changes during puberty.

HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.

HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.

HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.

HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.

HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.

HE.1.8.28 Explain why everyone has the right to say who touches their body and how.

HE.1.8.29 Discuss the range of ways people express affection within various types of relationships. HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.

HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.1.8.35 Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.

HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

- HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.
- HE.1.8.40 Explain ways to prevent HIV and other STDs.
- HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.
- HE.1.8.42 Discuss the potential impacts of power differences such as age, status or position within relationships.
- HE.1.8.43 Identify prenatal practices that can contribute to a healthy pregnancy.
- HE.1.8.44 Discuss consent as a freely given yes.
- HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
- HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.
- HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.
- HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy.
- HE.1.8.49 Identify physical, emotional, and social effects of sexual activity.
- HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.8.51 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.
- HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain.
- HE.1.8.54 Evaluate ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.
- HE.1.8.55 Describe the perceptions and societal norms teens have regarding addictive drugs.
- HE.1.8.56 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.
- HE.1.8.57 Evaluate the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.
- HE.1.8.58 Assess the differences between healthy eating, disordered eating, and eating disorders.

HE.1.8.59 Develop a dietary plan that promotes healthful eating.

HE.1.8.60 Identify personal stressors at home, in school and community and strategies to reduce stress.

HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.

HE.1.8.62 Analyze the roles of problem-solving, anger management and impulse control have on preventing violence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.8.1 Analyze the influence of culture on health beliefs, practices, and behaviors.

HE.2.8.2 Analyze how the school and community can affect personal health practices and behaviors.

HE.2.8.3 Critique how messages from media influence health behaviors.

HE.2.8.4 Assess how peers influence healthy and unhealthy behaviors.

HE.2.8.5 Analyze what influences our values around body image, including the media.

HE.2.8.6 Assess the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.8.7 Assess the impact of technology and social media on various types of relationships.

HE.2.8.8 Analyze the influence of technology on personal and family health.

HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.2.8.10 Assess how the family influences the health of adolescents.

HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.

HE.2.8.12 Analyze influences that may affect self-esteem (e.g., peers, media, and adults).

HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors.

HE.2.8.14 Assess the influence of personal values and beliefs on individual health practices and behaviors.

HE.2.8.15 Determine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HE.2.8.16 Report on the influences that may encourage young people to engage in risky, addictive behaviors.

HE.2.8.17 Differentiate between factors that influence a healthy, active lifestyle

HE.2.8.18 Critique school and public health policies that can influence health promotion and disease prevention.

HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.

HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.

HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.8.25 Analyze how our values impact our sexual health-related decisions.

HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.8.1 Compare valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.8.2 Evaluate the validity of health information, products, and services.

HE.3.8.3 Differentiate the resources available for adolescents on leading a healthy, active lifestyle.

HE.3.8.4 Review situations that may require professional health services.

HE.3.8.5 Evaluate the accessibility of products that enhance health.

HE.3.8.6 Critique valid and reliable school and community resources for those who may be

impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues. HE.3.8.7 Access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.8.8 Access medically accurate sources of information about puberty, development and sexuality.

HE.3.8.9 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.8.10 Access information and sources of support for healthy and unhealthy relationships.

HE.3.8.11 Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.8.12 Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.

HE.3.8.13 Select school and community resources for reporting child abuse.

HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention. HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.8.2 Demonstrate how to ask for assistance to enhance the health of self and others.

HE.4.8.3 Demonstrate and/or assess refusal and negotiation skills that avoid or reduce health

risks. HE.4.8.4 Demonstrate and/or assess effective conflict management or resolution

strategies. HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.8.6 Demonstrate communication skills that foster healthy intimate relationships.

HE.4.8.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.6.8 Demonstrate effective communication skills to report and/or access help in dangerous situations.

HE.4.8.9 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.

HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.

HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.

HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.8.1 Predict when health-related situations require the application of a thoughtful decision-making process.

HE.5.8.2 Assess circumstances that can help or hinder healthy decision making.

HE.5.8.3 Predict when additional adult and/or professional input is appropriate for health related decision making.

HE.5.8.4 Analyze healthy options when making a decision about health-related issues or problems. HE.5.8.5 Apply a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors

HE.5.8.6 Justify when individual or collaborative decision making is appropriate.

HE.5.8.7 Apply the decision-making process to use safety practices in and around motor vehicles. HE.5.8.8 Distinguish between healthy and unhealthy options to solve health-related issues or problems.

HE.5.8.9 Apply the decision-making process to enhance or establish healthy relationships.

HE.5.8.10 Assess a decision-making process to make healthy choices around sexual health.



HE.5.8.11 Assess a decision-making process to give or receive consent for consensual sexual activity.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.8.1 Evaluate a goal to maintain, or improve a personal health practice.

HE.6.8.2 Assess personal health practices that lead to a healthy lifestyle.

HE.6.8.3 Apply strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.

HE.6.8.4 Manage achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.

HE.6.8.5 Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).

HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.

HE.6.8.7 Create and manage a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.

HE.6.8.8 Review how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.6.8.10 Establish a personal goal to not have sex until you're ready.

HE.6.8.11 Establish a personal goal to use protection when sexually active.

HE.6.8.12 Discuss a personal goal to be treated with dignity and respect.

HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.

HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.

HE.7.8.3 Promote healthy ways to maintain a healthy body weight.

HE.7.8.4 Establish personal strategies for minimizing potential harm from exposure to the sun.

HE.7.8.5 Conduct a personal dietary assessment using the USDA guidelines.

HE.7.8.6 Apply effective ways to promote respect for self and others, including others who are different from you.

HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community.

HE.7.8.8 Report on ways to be physically active throughout a lifetime.

HE.7.8.9 Evaluate personal stress and implement stress management techniques.

HE.7.8.10 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.8.11 Evaluate behaviors to avoid or reduce health risks to self and others.

HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.

HE.7.8.13 Demonstrate the steps to correctly use a condom.

HE.7.8.14 Analyze the criteria for evaluating the health of a relationship.

HE.7.8.15 Assess ways to treat your partner with dignity and respect.

HE.7.8.16 Demonstrate effective ways to communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.8.1 Propose a health-enhancing position on a topic and support it with accurate information.

HE.8.8.2 Demonstrate how to influence and support others to make positive health choices.

HE.8.8.3 Advocate for the promotion of empathy for individual differences.

HE.8.8.4 Advocate for a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.8.5 Design an advocacy campaign to influence and support others to make positive health

choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying. HE.8.8.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.

HE.8.8.7 Advocate for school policies and programs that promote dignity and respect for all.

HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

## HIGH SCHOOL OUTCOMES

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.12.1 Predict how healthy behaviors can affect health status.

HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health.

HE.1.12.3 Explain how environment (both physical and social) and personal health are interrelated.

HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.

HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.

HE.1.12.6 Explain how genetics and family history can impact personal health

HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.

HE.1.12.8 Explain disparities that exist between access to health care and health status.

HE.1.12.9 Explain key concepts of fitness including target heart rate, phases of a workout.

HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.

HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources. HE.1.12.12 Explain key concepts of Unintentional Injury Prevention and Care, including by not limited to CPR.

HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.

HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.

HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.

HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual

HE.1.12.17 Explain how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.

HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.

HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.

HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.

HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.

HE.1.12.24 Express that everyone has the right to say who touches their body and how.

HE.1.12.25 Express that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.12.26 Describe a range of ways to express affection within healthy relationships.

HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.

HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.

HE.1.12.29 Explain the role and impact of technology and social media in personal safety.

HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).

HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.

HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible

HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.

HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.1.12.38 Recognize that many teens successfully use condoms.

HE.1.12.39 Discuss laws related to sex and sexual health.

HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.

HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.

HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape stalking, domestic violence, and dating violence.

HE.1.12.43 Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors, including how the development of the teen brain affects the decision-making process. HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).

HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.

HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.

HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.

HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.

HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.

HE.2.12.4 Analyze how peers influence health beliefs, behaviors, and outcomes.

HE.2.12.5 Analyze what influences our values around self-concept and body image, including the

HE.2.12.6 Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.

HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.

HE.2.12.8 Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health.

HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.

HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.

HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.

HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.

HE.2.12.13 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.

HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.

HE.2.12.16 Analyze external influences that can impact one's decisions within a healthy intimate relationship.

HE.2.12.17 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.2.12.18 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.12.20 Analyze how our values impact our sexual health-related decisions.

HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health.

HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.

HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.

HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.

HE.3.12.11 Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for

disclosure of STD status. HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.

HE.4.12.2 Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.

HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.



HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.

HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.12.9 Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, and STD and HIV testing and disclosure of status.

HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.

HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE.5.12.1 Determine the benefits of practicing a thoughtful decision-making process to enhance health.

HE.5.12.2 Examine protective factors and barriers that can impact decision-making.

HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.

HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.

HE.5.12.5 Defend a health-enhancing decision.

H.E.5.12.6 Apply the decision-making process to make safe choices while driving or riding in motor vehicles.

HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.

HE.5.12.8 Apply a decision-making process to make choices about contraception, including abstinence and condoms.

HE.5.12.9 Model a decision-making process to make healthy choices around sexual health.

HE.5.12.10 Apply a decision-making process to promote consensual sexual activity within healthy relationships.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.

HE.6.12.2 Assess personal health practices and overall health status as the first step in determining a personal health goal.

HE.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

HE.6.12.4 Evaluate the outcome of a personal health goal.

HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.

HE.6.12.6 Set a personal goal to not have sex until you're ready.

HE.6.12.7 Set a personal goal to use protection when sexually active.

HE.6.12.8 Develop a personal goal to be treated with dignity and respect.

HE.6.12.9 Develop short and long-term goals to maintain sexual health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.12.1 Explain the role of individual responsibility for enhancing health.

HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.

HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.

HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.

HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.

HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.

HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.

HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.

HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.

HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

HE.8.12.1 Utilize data to formulate a health-enhancing message.

HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.

HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.

HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.

HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.

HE.8.12.6 Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

HE.8.12.7 Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.

HE.8.12.8 Advocate for programs that support young parents and families.

HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.

HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.