

# **K-12 Comprehensive Sexuality Education**

**Lake Oswego School District Guidelines**

**Lake Oswego School District**

**Lake Oswego, Oregon 97034**



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# **K-12 Comprehensive Sexuality Education**

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## Table of Contents

|   |            |
|---|------------|
| <b>STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION .....</b>  | <b>iv</b>  |
| <b>PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION.....</b>                              | <b>vii</b> |
| <b>INTRODUCTION.....</b>  | <b>1</b>   |
| <b>HUMAN SEXUALITY, HIV/AIDS, SEXUALLY TRANSMITTED INFECTIONS,.....</b>               | <b>7</b>   |
| <b>HEALTH EDUCATION GUIDELINES .....</b>  | <b>7</b>   |
| <b>ODE HEALTH STANDARDS.....</b>  | <b>12</b>  |
| <b>Grades 4-5.....</b>  | <b>16</b>  |
| <b>Grades 6-8.....</b>  | <b>20</b>  |
| <b>High School.....</b>   | <b>25</b>  |
| <b>LOSD HEALTH COURSE DESCRIPTIONS.....</b>   | <b>31</b>  |
| <b>KINDERGARTEN .....</b>   | <b>32</b>  |
| <b>1ST GRADE.....</b>   | <b>35</b>  |
| <b>2ND GRADE.....</b>   | <b>38</b>  |
| <b>3RD GRADE.....</b>   | <b>41</b>  |
| <b>4TH GRADE.....</b>   | <b>44</b>  |
| <b>5TH GRADE.....</b>   | <b>47</b>  |
| <b>6TH GRADE.....</b>   | <b>51</b>  |
| <b>7TH GRADE.....</b>   | <b>57</b>  |
| <b>8TH GRADE.....</b>   | <b>62</b>  |
| <b>HIGH SCHOOL HEALTH 1 and 2.....</b>  | <b>67</b>  |
| <b>(*Read as, by the end of 12<sup>th</sup> Grade the student will be able to...)</b> | <b>67</b>  |
| <b>GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING.....</b>                  | <b>77</b>  |
| <b>GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT.....</b>                               | <b>80</b>  |
| <b>ODE HEALTH STANDARDS.....</b>  | <b>84</b>  |

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**STATE OF OREGON LEGISLATION  
REGARDING COMPREHENSIVE  
SEXUALITY EDUCATION**

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## **STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION**

**In July of 2015, the Oregon Legislature passed SB 856 (Sex Abuse Prevention Instruction) which requires schools to provide child sexual abuse prevention instruction in kindergarten through grade 12. Subsequently, the Oregon State Board of Education passed changes to administrative rule 581-022-1440 (Human Sexuality Education): “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 (OAR 581-022-1440).”**

This includes:

- A minimum of 4 instructional sessions (equal to or greater than a standard class period) of sex abuse prevention instruction per year for grades kindergarten through 12.
- Sexual abuse instruction integrated and part of required district comprehensive sexuality education plan and aligned with state standards.
- Instruction is age appropriate, medically accurate, and is not shame or fear based.
- Instruction is culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- A parental involvement component to inform parents about child sexual abuse topics.
- A professional training component for administrators, teachers, and other school personnel.
- An evaluation component with measurable outcomes.
- Trauma informed instruction and services.

### **Comprehensive Sexuality Education and Healthy Teen Relationship Act**

OAR 581-022-1440 (Human Sexuality Education) requires that each school teach comprehensive, age appropriate, medically accurate sexuality education. In addition to sex education topics like growth and development; STD, STI, and HIV instruction; and abstinence promotion, Oregon’s Comprehensive Sexuality Education (CSE) law requires instruction on child abuse prevention, healthy relationships, and goal setting. In addition, CSE incorporates instructional requirements of the Oregon Healthy Teen Relationship Act (HTRA) passed by the legislature in 2013 and modified in 2015. HTRA requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence.

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and

most recently, SB 856 Child Sexual Abuse prevention (2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality OAR and sexual health benchmarks and standards<sup>1</sup>. Aligned to national standards, Oregon's benchmarks support health, wellbeing, and safety of students. In addition, Oregon law requires that: 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<sup>2</sup>. School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440<sup>3</sup>. The Oregon Department of Education in partnership with over 20 community stakeholders specializing in child abuse and sexual violence prevention have developed the following guidance as a resource tool for school administrators.

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<sup>1</sup> Sexual Health benchmarks are part of the ODE Health Education Standards.

<sup>2</sup> ORS 336.455 and OAR 581-022-1440

<sup>3</sup> The Oregon Department of Education updated benchmarks to align with the new requirements of SB 856. These were made available to districts in December, 2016.

## PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

In the article **What Works in Prevention: Principles of Effective Prevention Programs**<sup>4</sup>, the authors used a review-of-reviews- approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

The characteristics below have been adapted to infuse trauma informed and racial equity perspectives. Students experience disparities in outcomes based on race, and so culturally responsive practices, a trauma informed lens and an emphasis on building positive, safe relationships with adults must be incorporated into any prevention program.

1. **Comprehensive:** Prevention strategies should include multiple types of activities, affect multiple settings, and go beyond awareness-raising. Note: prevention is a component of a healthy sexuality education. There are several models of comprehensive prevention efforts, such as the Socio-ecological Model, and the Spectrum of Prevention (pictured below)<sup>5</sup>.

### THE SPECTRUM OF PREVENTION



<sup>4</sup> These nine components are heavily adapted from: Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey -Kane, E., & Davino, K. (2003) What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, (6-7)

<sup>5</sup> Images taken from <http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html> and <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

2. **Positive Relationships:** At the foundation of all programming is a deliberate nurturing of strong and positive relationships between students and adults. Factors that contribute to positive relationships include school staffs' ability to have compassion and empathy for students' lived experiences, including experiencing trauma, racism and other forms of discrimination.
3. **Culturally Responsive:** Prevention strategies recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural reference to impart knowledge, skills, and attitudes.<sup>6</sup> A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and often unrecognized, sources of resiliency and protective factors that must be honored through dialogue.
4. **Varied Teaching Methods:** Prevention strategies should include interactive, skills-based components, that are both culturally responsive and trauma informed. According to Erin Casey, "Factors likely to contribute to engagement and interaction include personal relevance of information or presenters, and opportunities to critically evaluate and discuss the content of the presentation."<sup>7</sup>
5. **Sufficient Dosage:** Participants in your prevention programming need to be exposed to enough of the activities for them to have an effect. Prevention programming needs to be delivered over multiple sessions so that the programming impacts participants' knowledge, attitudes, beliefs, behaviors, and skill acquisition. This acquisition can only happen with the context of positive relationships with school staff, which also develops and grows over time.
6. **Theory Driven:** Prevention programming should be grounded in prevention theory and research. Effective prevention programming should also be driven by research and knowledge about cultural-responsiveness and trauma-informed practices.
7. **Appropriately Timed:** Program activities should be research-informed regarding the developmentally appropriate time to be introduced to specific topics.
8. **Well-trained Staff:** Programs need to be implemented by staff members who are empathetic, competent, and have received sufficient training, support, and supervision.
9. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

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<sup>6</sup> Oregon Chief Education Office, Equity lens.

<sup>7</sup> Heppner, M. J., Neville, H. A., Smith, K., Kivlighan Jr, D. M., & Gershuny, B. S. (1999). Examining immediate and long-term efficacy of rape prevention programming with racially diverse college men. *Journal of Counseling Psychology*, 46(1), 16.

## **Who Participated in Oregon’s Sexual Abuse and Sexual Violence Advisory Group?**

Agencies represented on the advisory group include:

- Impact Northwest, Communities for Safe Kids Program
- CARES Northwest (Child Abuse and Evaluation Services)
- The Kid’s Center, a child abuse intervention center
- Trauma-Informed Oregon
- The Oregon Network of Child Abuse Intervention Centers
- Multnomah County, Domestic and Sexual Violence Coordinating Office
- Oregon Health Authority, Adolescent and School Health Program
- Raphael House (Domestic Violence Agency).
- Jackson County Sexual Assault Resource Center
- Oregon Abuse Advocates and Survivors in Service
- Oregon Department of Education
- The Oregon Network of Child Abuse Intervention Centers
- Oregon Attorney General’s Sexual Assault Task Force

### **Where can I access the documents?**

ODE has posted guidance for implementation of SB 856 on our Sexuality Education Resources page:<http://www.ode.state.or.us/search/page/?id=1773>

### **What if I have additional questions?**

ODE is happy to answer any questions you may have. In addition ODE may be able to provide technical assistance and or training specific to comprehensive sexuality education and sexual violence prevention. For questions and assistance please contact:

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# INTRODUCTION

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## INTRODUCTION

The Oregon Department of Education (ODE) last did an instructional materials adoption for Health education in 2008. Following that, in 2009, the state legislature passed ORS 336.455 that would require school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum. At that time, LOSD elementary schools in grades Kindergarten began using the Harcourt “Health and Fitness” from ODE as well as an elementary text from McGraw-Hill that included teacher resources for HIV/AIDS and Drug Education. LOSD secondary schools had been using a LOSD publication called “HIV/AIDS” at this time.

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 581-033-1440, 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.
- (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 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 across the state of Oregon. SB 79 requires that students in grades 7-12 receive instruction in CPR and the use of AEDs using training developed by the American Heart Association and the American Red Cross. Outside providers, teachers, and/or volunteers are allowed to conduct trainings. SB 790 requires boards to adopt policies that incorporate age-appropriate education about domestic violence into training programs for students in grades 7-12. Further, ODE is to provide districts with posters providing free hotline telephone numbers students may access and the board is to adopt policies requiring the posting of signs in clearly visible locations. SB 856 requires that boards must adopt child sexual abuse prevention instructional program for grades K-12. That program must have a minimum of 4 instructional sessions 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.

Also in 2015, the National Health Education Standards were revised from their 1995 standards. Some of the changes included the addition of one more standard (from 7-8 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 work impacted ODE, and in 2016 they have adopted new health standards for the state of Oregon. In 2018 the

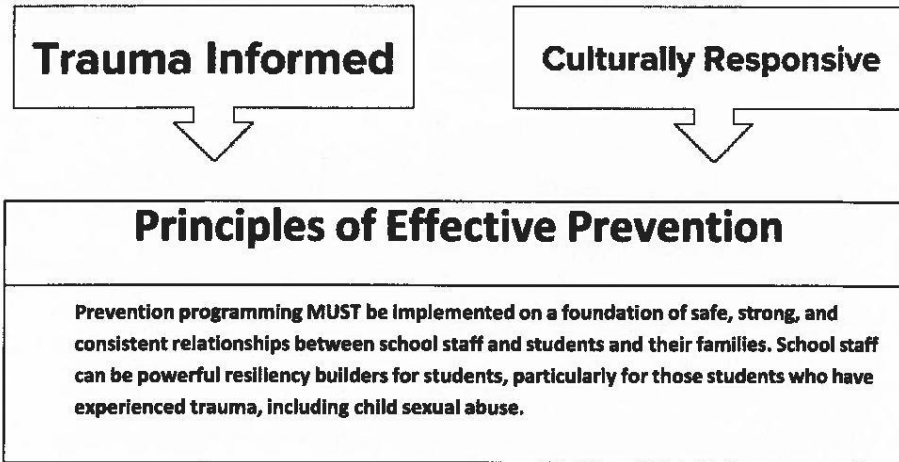
standards and materials implementation will occur.

In order to prepare for the 2018 standards and materials implementation, as well as to replace outdated materials to be in compliance with the national and state legislation, LOSD first convened its Human Sexuality Education Plan task force in 2016 to develop the district's plan to be reviewed biennially by the School Board. A curriculum committee comprised of teachers and school and district administrators will be created to take a deeper look into health at the elementary, middle, and high school levels. The tasks for grades K-5 will be to review current standards, do a match/gap analysis of standards with current materials, identify priority standards, and update current Health Alignment documents/materials to represent current health research and practice. The tasks for grades 6-8 and 9-12 will be to review current standards, do a match/gap analysis of standards with current materials, identify priority standards, and identify curriculum materials to be implemented in the fall of 2017.

Guiding the work to be done in instruction are the policies put forth as well as a vision for Comprehensive Sexuality Education programs. Following (next 3 pages) are two documents from ODE's Sex Abuse Prevention Advisory Group 2015-16, 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 SB 856 and the second is a graphic that shows the intersections of all the legislation and instruction/content.

### Vision (SB 856):

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.



### Definitions<sup>8</sup>

**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.

**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, and the 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.

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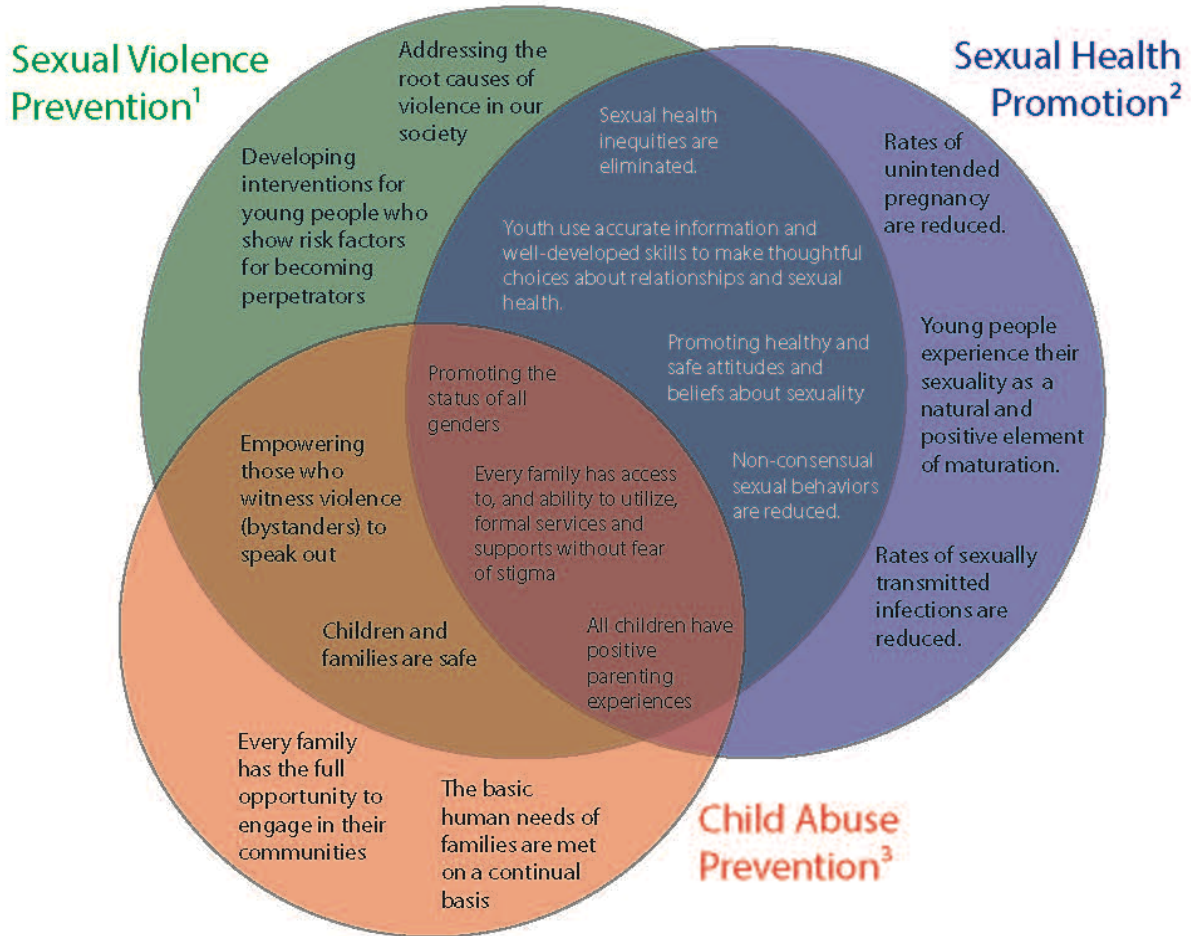
<sup>8</sup> Sex Abuse Prevention Advisory Group 2015-16 ODE 8/1/2016

**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.



# Connecting Goals and Strategies of Violence Prevention Efforts for Youth in Oregon

In working to prevent different forms of violence and promote healthy attitudes, beliefs, and behaviors for all, much of our work overlaps and impacts the work being done in other sectors. When we start to look at the various goals and strategies of these sectors we can start to see overlaps and identify more clearly, places to collaborate and coordinate our efforts.



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| <p><b>Healthy Teen Relationships Act</b><br/>(House Bill 4077)</p>         | <p>Requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence, with a focus on promoting healthy relationships.</p>  |
| <p><b>Erin's Law: Child Sex Abuse Prevention</b><br/>(Senate Bill 856)</p> | <p>Requires every school district board to adopt a developmentally appropriate and culturally sensitive child sexual abuse prevention instructional program for students K-12 with a minimum of four instructional sessions per year, as well as professional training for school personnel.</p> |
| <p><b>Human Sexuality Education</b><br/>(OAR Rule 581-022-1440)</p>        | <p>Requires that each school teach comprehensive, age appropriate, medically accurate sexuality education. In addition to sex education topics, this law requires instruction of child abuse prevention, healthy relationships, and goal setting.</p>  |

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<sup>1</sup>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>  
<sup>2</sup>United States, Oregon Department of Human Services, Children, Adults, and Families Division. (2007). The Oregon Youth Sexual Health Plan. <https://www.oregon.gov/DHS/CHILDRENV/MFMC/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf>  
<sup>3</sup>Oregon Battering Prevention Initiative (Jan 4, 2016, Publication). (n.d.). doi:<http://ctf.io.org/wp-content/uploads/2016/01/Battering-Prevention-Report-FINAL.pdf>

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**HUMAN SEXUALITY, HIV/AIDS, SEXUALLY  
TRANSMITTED INFECTIONS,  
HEALTH EDUCATION GUIDELINES**

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**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 internal part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance 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. Also, a minimum of 4 instructional sessions (equal to or greater than a standard class period) of sex abuse prevention instruction per year for grades kindergarten through 12 comprised of sexual abuse instruction, which is part of required district comprehensive sexuality education plan and aligned with state standards.

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.

Local school Boards shall approve the plan of instruction and require that it be reviewed and update 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).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. 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;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student 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;
9. Stresses that HIV/STDs and Hepatitis B/C can be possible hazards of sexual contact;
- 10. *Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;***
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. 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;
14. 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;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. 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.

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

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
2. 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;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practices; and
6. Aligns with the Oregon Health Education Contender Standards and Benchmarks.

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

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

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.

END OF POLICY

Legal Reference(s): [ORS 336.035](#) SB 379 (2007) [ORS 336.107](#) [OAR 581-022-070](#) [OAR 581-022-1440](#) [OAR 581-022-1910](#) [ORS 336.455-336.475](#)

# **ODE HEALTH STANDARDS (K-3, 4-5, 6-8, HIGH SCHOOL)**

# Grades K-3

## **Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of 3rd grade, the student will be able to...)**

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the ODE - <http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>.)

### **Strand: PREVENTION AND CONTROL OF DISEASE Concepts:**

- Explain ways to prevent communicable and non-communicable diseases and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable/non-communicable disease.

### **Self-Management:**

- Demonstrate strategies for effective personal health care.

### **Goal-Setting:**

- Develop personal goals to prevent the spread of communicable diseases.

### **Decision Making:**

- Use the decision making model to make healthy decisions for preventing disease.

### **Advocacy:**

- Share strategies for preventing the spread of communicable disease to others.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1210 K-12 Plan of Instruction Based on the Common Curriculum Goals (K-12)*

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

#### **Concepts:**

- 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 expression.

**Interpersonal Communication:**

- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.

**Advocacy:**

- Advocate respect for diversity.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*HB 4077 Teen Healthy Relationship Act (K-12) 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-021-0045 Discrimination Prohibited*

**Strand: PROMOTION OF SEXUAL HEALTH Concepts:**

- Identify the physical similarities and differences between males and females.
- Identify body parts, proper anatomical names and stages in the basic growth process.
- Explain the difference between appropriate touch and inappropriate touch.
- Explain why it is important to stay away from potentially unsafe body fluids and objects.
- Explain why bullying and teasing are inappropriate behavior.

**Accessing Information:**

- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.
- Identify who to report to at home, school, and in the community if you see unsafe objects.
- Identify parents and other trusted adults they can tell if they are being bullied or teased.

**Self-Management:**

- Use medically accurate anatomical names.
- 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.

**Analyzing Influences:**

- Provide examples of how friends, family, media, society, and culture influence how males and females think they should act.

**Interpersonal Communication:**

- Practice and use refusal skills if someone is touching you inappropriately.
- Demonstrate how to respond if someone is bullying or teasing them.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION Concepts:**

- Identify why bullying, cyber bullying, harassment and teasing are detrimental to health and safety.
- Identify that media and technology may contain violent messages and images.

**Accessing Information:**

- Identify how to report unsafe situations to trusted adults.

**Analyzing Influences:**

- Explain how helpful and hurtful messages in media and technology can influence.

**Interpersonal Communication:**

- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

# Grades 4-5

## **Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of 5th grade, the student will be able to...”)**

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the ODE - <http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>.)

### **Strand: PREVENTION AND CONTROL OF DISEASE**

#### **Concepts:**

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable/non-communicable diseases.
- Recognize the importance of healthy body systems and how each contributes to personal health.

#### **Accessing Information:**

- Identify examples of communicable and non-communicable diseases.
- Describe how each body system contributes to personal health.

#### **Self-Management:**

- Demonstrate effective health care practices.

#### **Goal-Setting:**

- Set goal for personal health care.
- Set goal and track progress to improve/maintain personal health.

#### **Advocacy:**

- Encourage effective health care practices at home and school.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

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

#### **Concepts:**

- Describe how pro-social behaviors help to build and maintain healthy relationships.
- List characteristics that contribute to a healthy self-image.

- Describe child abuse reporting law.
- Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.

**Accessing Information:**

- Identify people to talk with about social/emotional needs and relationships
- Identify school and community resources to report child abuse.

**Self Management:**

- Demonstrate pro-social behaviors including respect for self and others.
- Identify personal characteristics that reflect a healthy self-image.

**Analyzing Influences:**

- Analyze how culture, media and others influence feelings related to self-image.

**Interpersonal Communication:**

- Demonstrate verbal and nonverbal, pro-social communication.
- Verbally and nonverbally communicate respect for diversity.

**Advocacy:**

- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-0711 Child Abuse Reporting*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH**

**Concepts:**

- 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.
- Recognize that puberty prepares female and male reproductive system for the potential to reproduce.
- Identify sexual orientation as the romantic attraction to someone of different or same gender.
- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- 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.

**Accessing Information:**

- 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.
- Describe physical changes related to reproduction, including menstruation.
- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.

**Self-Management:**

- Demonstrate personal health care practices.
- Demonstrate use of medically accurate language for reproductive anatomy and reproduction.
- Demonstrate respect for self and others.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.

**Analyzing Influences:**

- Identify influences that encourage young people to be abstinent.

**Interpersonal Communication:**

- Practice and use refusal skills
- Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

**Advocacy:**

- Advocate for choosing abstinence.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION**

**Concepts:**

- Recognize bullying and cyber-bullying behavior and what to do in a bullying situation.

- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.

**Accessing Information:**

- Identify how to report unsafe situations to trusted adults.

**Self-Management:**

- Demonstrate safe ways to respond to bullying and cyber-bullying.
- Demonstrate problem solving skills, anger management steps, and impulse control.

**Interpersonal Communication:**

- Demonstrate what to say and do as a victim or bystander of bullying and cyber-bullying.

**Advocacy:**

- Advocate for a safe school environment.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

# Grades 6-8

## **Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of 8th grade, the student will be able to...”)**

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the ODE - <http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>.)

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

#### **Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

#### **Decision Making:**

- Analyze the short and long term effects of drug using the decision making model.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

### **Strand: PREVENTION AND CONTROL OF DISEASE**

#### **Concepts:**

- 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.

#### **Self-Management:**

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

#### **Advocacy:**

- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases, including HIV/AIDS and Hepatitis B (K-12) 581-022-1440 Human Sexuality Education (K-12)*

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

### **Concepts:**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Identify qualities that contribute to a healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors, including drug use and problem gambling.
- Describe law for reporting child abuse.

### **Accessing Information:**

- 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.

### **Self Management:**

- Demonstrate appropriate ways to respect and include others who are different from you.

### **Analyzing Influences:**

- 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.

### **Interpersonal Communication:**

- Demonstrate effective communication skills that encourage healthy relationships.

### **Goal Setting:**

- Set goals around increasing healthy self-image.

### **Decision Making:**

- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.

### **Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12)*

*Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)*

## **Strand: PROMOTION OF SEXUAL HEALTH**

### **Concepts:**

- 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.
- Identify gender roles, gender identity and sexual orientation within healthy sexuality.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Define sexual intercourse and its relationship to human reproduction.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- 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.

### **Accessing Information:**

- 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/C

### **Self-Management:**

- Describe the steps to using a condom.
- Demonstrate ways they can respond when someone is being bullied or harassed.

- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.

**Analyzing Influences:**

- Analyze the role of alcohol and other drug use in sexual violence-related situations.
- 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.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.

**Interpersonal Communication:**

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

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?

**Decision Making:**

- 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.

**Advocacy:**

- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Advocate for the promotion of empathy for individual differences.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*336.423 Local Wellness Program*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-*

*12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION Concepts:**

- Explain pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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.
- Identify that media and technology may contain violent messages and images.

**Accessing Information:**

- Identify reporting process within school setting.

**Self-Management:**

- Demonstrate effective ways to promote respect for self and others.

**Analyzing Influences:**

- Differentiate between pro-social and antisocial words and actions in the media.

**Interpersonal Communication:**

- Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

**Goal Setting:**

- 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 cyber-bullying).
- Set personal media and technology viewing goals.

**Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)  
581-022-1510 Comprehensive Guidance and Counseling (K-12)*

# High School

## Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

(read as, “By the end of the second high school health course, the student will be able to…)

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the ODE - <http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>.)

### **Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.
- Explain the effects of alcohol, tobacco and other drug use during pregnancy.

#### **Analyzing Influences:**

- Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.

#### **Advocacy:**

- Advocate for abstaining from alcohol, tobacco, and other drugs during pregnancy.

*Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

### **Strand: PREVENTION AND CONTROL OF DISEASE Concepts:**

- 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.

#### **Accessing Information:**

- Identify school and community resources that support early detection.

#### **Self-Management:**

- Demonstrate how to perform self-exams with anatomical models.

**Analyzing Influences:**

- Analyze public health policies and regulations influence health promotion and disease prevention.

**Goal Setting:**

- Set a goal to practice strategies for preventing communicable and non-communicable diseases.

**Advocacy:**

- Advocate to others the importance of screenings and medical examinations to maintain reproductive health.

*Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases (K-12)*

**Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH Concepts:**

- Explain how to build and maintain healthy family and peer relationships.
- Describe qualities that contribute to a healthy self-image.
- Classify personal stressors at home, in school and community.
- Describe law for reporting child abuse.
- Recognize diversity among relationships including age, disability, national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Explain the causes, effects, and symptoms of depression, including suicide and psychosis (essential)

**Accessing Information:**

- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Identify resources at school and in the community for reporting child abuse.
- Identify school and community resources that can help a person who is depressed or contemplating suicide. (essential)

**Self Management:**

- Practice strategies for managing and reducing stress, anger, and conflict.

**Analyzing Influences:**

- Analyze how personal, family, and cultural values influence healthy behaviors.

- Identify influences, peer, family, community, and media that contribute to a healthy self-image.

**Goal Setting:**

- Set a goal to reduce/cope with life stressors in a health enhancing way.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-0711 Child Abuse Reporting*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH Concepts:**

- Describe physical, social, and emotional changes during the transition from adolescence to adulthood.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Explain the laws related to reproductive and sexual health care.
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Describe the impact of alcohol and other drug use on sexual decision making.
- Describe a range of ways to expression affection with healthy relationships.
- Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Define sexual consent and explain its implications for sexual decision-making.

**Accessing Information:**

- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer

sex practices.

- Explain how to access local STD and HIV testing and treatment services.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

**Self-Management:**

- Describe the steps to using a condom correctly.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Explain how to promote safety, respect, awareness and acceptance

**Analyzing Influences:**

- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.
- Explain how media can influence one's beliefs about what constitutes a healthy relationship.

**Interpersonal Communication:**

- Effectively communicate the decisions and behaviors of family, peers, and others that promote healthy sexual behaviors.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Demonstrate an understanding of "consent" through effective communication skills.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Set a personal goal to treat partners with respect and to be treated with respect.

**Decision Making:**

- Use a decision making process to make healthy choices around sexual health.

**Advocacy:**

- Advocate for using sexual protection if having sex.
- Advocate for and promote dignity and respect for all.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION Concepts:**

- Explain pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 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.
- Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.
- Describe federal, state, and local laws intended to prevent violence.
- Identify that media and technology may contain violent messages and images.

**Accessing Information:**

- Identify reporting process within school setting and describe where and when to report dangerous situations.
- Describe how to access resources when you or someone else is depressed or considering suicide.
- Identify public and private violence prevention resources.

**Self-Management:**

- Demonstrate the ability to take the perspective of others in a conflict situation.
- Describe how alcohol and other drug use can affect decision making and influence violence.

**Interpersonal Communication:**

- Demonstrate pro-social communication skills.
- Demonstrate the steps healthy communication in problem-solving anger management and impulse control.
- Practice effective communication skills for reporting dangerous situations.
- Practice how to report and get help when depressed or considering suicide.
- Differentiate between pro-social and antisocial words and actions in the media.

**Decision Making:**

- 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.

**Advocacy:**

- 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.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**LOSD HEALTH  
COURSE  
DESCRIPTIONS  
(standard strands by grade level)**

## KINDERGARTEN

### INTRODUCTION

Based on the Oregon State Standards, found on page 84, the Lake Oswego School District's (LOSD) 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.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support

parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Your child will not be penalized if you exercise the opt-out opportunity.

Parents and guardians read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

#### **Strand: 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 diseases.
- Share strategies for preventing the spread of communicable disease to others.

#### **Strand: 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.

#### **Strand: VIOLENCE AND SUICIDE PREVENTION**

- Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.

- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

**Strand: PROMOTION OF SEXUAL HEALTH**

**Specific Standards Related to SB 856 Sex Abuse Prevention Training 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.
- 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.

## 1ST GRADE

### INTRODUCTION

Based on the Oregon State Standards, found on page 84, the Lake Oswego School District's (LOSD) 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.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Your child will not be penalized if you exercise the opt-out opportunity.

Please read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

#### **Strand: 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 diseases to others.

#### **Strand: 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.

#### **Strand: VIOLENCE AND SUICIDE PREVENTION**

- Identify why bullying, cyber-bullying, 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.

**Strand: PROMOTION OF SEXUAL HEALTH**

**Specific Standards Related to SB 856 Sex Abuse Prevention Training 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.
- 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.

## 2ND GRADE

### INTRODUCTION

Based on the Oregon State Standards, found on page 84, the Lake Oswego School District's (LOSD) 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.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support

parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Your child will not be penalized if you exercise the opt-out opportunity.

Please read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school, and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

#### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

##### **Strand: 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.

##### **Strand: 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.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Identify qualities that contribute to a healthy self-image.
- 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.

**Strand: VIOLENCE AND SUICIDE PREVENTION**

- Identify why bullying, cyber-bullying, 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.

**Strand: PROMOTION OF SEXUAL HEALTH**

**Specific Standards Related to SB 856 Sex Abuse Prevention Training 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.
- 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.

## 3RD GRADE

### INTRODUCTION

Based on the Oregon State Standards, found on page 84, the Lake Oswego School District's (LOSD) 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.

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The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support

parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Your child will not be penalized if you exercise the opt-out opportunity.

Please read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school, and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

#### **Strand: 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.
- 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.

#### **Strand: 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.
- Identify qualities that contribute to a healthy self-image.
- 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.

#### **Strand: VIOLENCE AND SUICIDE PREVENTION**

- Identify why bullying, cyber-bullying, 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.

**Strand: PROMOTION OF SEXUAL HEALTH**

**Specific Standards Related to SB 856 Sex Abuse Prevention Training 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.
- 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.
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## 4TH GRADE

### INTRODUCTION

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All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

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parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

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Please read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school, and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

#### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

##### **Strand: PREVENTION AND CONTROL OF DISEASE**

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease.
- 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.

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

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

## **Strand: PROMOTION OF SEXUAL HEALTH**

### **Specific Standards Related to SB 856 Sex Abuse Prevention Training grades 4-5**

- 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.
- Recognize sexual harassment and sexual abuse.
- 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.
- 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.

## **Strand: VIOLENCE AND SUICIDE PREVENTION**

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

## 5TH GRADE

### INTRODUCTION

Based on the Oregon State Standards, found on page 84, the Lake Oswego School District's (LOSD) 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.

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The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page v. These lessons 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.
- 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.

And will support the following standards for grades 4-5

- 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.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support

parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Your child will not be penalized if you exercise the opt-out opportunity.

Please read the standards carefully, attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school, and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

### **STANDARDS ADDRESSED AT THIS GRADE LEVEL:**

#### **Strand: PREVENTION AND CONTROL OF DISEASE**

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease.
- 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.
- Encourage effective health care practices at home and school.

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

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

- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

**Strand: PROMOTION OF SEXUAL HEALTH**

**Specific Standards Related to SB 856 Sex Abuse Prevention Training grades 4-5**

- 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.
- Identify sexual orientation as the romantic attraction to someone of different or same gender.
- 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.
- Describe physical changes related to reproduction, including menstruation.
- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Demonstrate respect for self and others.
- 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.
- Advocate for choosing abstinence.

**Strand: VIOLENCE AND SUICIDE PREVENTION**

- Recognize bullying and cyber-bullying behavior and what to do in a bullying situation.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Identify how to report unsafe situations to trusted adults.
- Demonstrate safe ways to respond to bullying and cyber-bullying.
- Demonstrate problem solving skills, anger management steps, and impulse control.

- Demonstrate what to say and do as a victim or bystander of bullying and cyber-bullying.
- Advocate for a safe school environment.

## 6TH GRADE

### INTRODUCTION

In accordance with the requirements of the State of Oregon, the Lake Oswego School District School Board has adopted a Comprehensive Sexuality Education Program. Some of the topics covered in Comprehensive Sexuality Education are family and peer relationships, human sexuality, reproduction, resistance to peer pressure and substance abuse.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

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If parents and guardians exercise the option to have children opt-out from any part of the Comprehensive Sexuality Education program, their child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Children will not be penalized if parents or guardians exercise the opt-out opportunity; however, they will be expected to complete an alternate assignment.

Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

### **Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

### **Decision Making:**

- Analyze the short and long term effects of drug using the decision making model.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: PREVENTION AND CONTROL OF DISEASE**

### **Concepts:**

- Identify the differences between communicable and non-communicable diseases.
- Describe personal health care practices that prevent the spread of communicable diseases.

### **Self-Management:**

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

### **Advocacy:**

- Advocate for personal health practices that prevent the spread of communicable diseases.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases, including HIV/AIDS and*

*Hepatitis B (K-12) 581-022-1440 Human Sexuality Education (K-12)*

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

### **Concepts:**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Identify qualities that contribute to a healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors and prevention methods.
- Describe law for reporting child abuse.

**Accessing Information:**

- 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.

**Self Management:**

- Demonstrate appropriate ways to respect and include others who are different from you.

**Analyzing Influences:**

- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Identify the negative influences that may encourage young people to try risky behaviors.

**Interpersonal Communication:**

- Demonstrate effective communication skills that encourage healthy relationships.

**Goal Setting:**

- Set goals around increasing healthy self-image.

**Decision Making:**

- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12)*

*Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0711 Child Abuse Reporting 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH****Concepts:**

- Identify methods of protection including abstinence for disease reduction measures 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.
- Define gender roles, gender identity and sexual orientation across cultures.

- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.

**Accessing Information:**

- Access appropriate school, home and community resources to meet specific needs for sexual health.
- Identify medically accurate sources of information about puberty, development and sexuality.

**Self-Management:**

- Demonstrate ways they can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.

**Analyzing Influences:**

- 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.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.

**Interpersonal Communication:**

- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?

**Decision Making:**

- Use a decision making model to choose solutions that enhance personal health.

**Advocacy:**

- Advocate for promoting dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*336.423 Local Wellness Program*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: VIOLENCE AND SUICIDE PREVENTION**

### **Concepts:**

- Explain pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Identify that media and technology may contain violent messages and images.

### **Accessing Information:**

- Identify reporting process within school setting.

### **Self-Management:**

- Demonstrate effective ways to promote respect for self and others.

### **Analyzing Influences:**

- Differentiate between pro-social and antisocial words and actions in the media.

### **Interpersonal Communication:**

- Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

### **Goal Setting:**

- Set a goal to prevent and avoid physical, verbal, relational, sexual, and dating violence.
- Set a personal goal to prevent and stop violence (including bullying and cyber-bullying).
- Set personal media and technology viewing goals.

### **Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)  
581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## 7TH GRADE

### INTRODUCTION

In accordance with the requirements of the State of Oregon, the Lake Oswego School District School Board has adopted a Comprehensive Sexuality Education Program. Some of the topics covered in Comprehensive Sexuality Education are family and peer relationships, human sexuality, reproduction, resistance to peer pressure and substance abuse.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

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Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

### **Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

### **Decision Making:**

- Analyze the short and long term effects of drug using the decision making model.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: PREVENTION AND CONTROL OF DISEASE**

### **Concepts:**

- 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.

### **Self-Management:**

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

### **Advocacy:**

- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases, including HIV/AIDS and*

*Hepatitis B (K-12) 581-022-1440 Human Sexuality Education (K-12)*

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

### **Concepts:**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Identify qualities that contribute to a healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors.
- Describe law for reporting child abuse.

**Accessing Information:**

- 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.

**Self Management:**

- Demonstrate appropriate ways to respect and include others who are different from you.

**Analyzing Influences:**

- 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.

**Interpersonal Communication:**

- Demonstrate effective communication skills that encourage healthy relationships.

**Goal Setting:**

- Set goals around increasing a healthy self-image.

**Decision Making:**

- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12)*

*Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0711 Child Abuse Reporting 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH****Concepts:**

- 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.
- Acknowledge that abstinence is the safest, most effective method of protection from

STD/HIV/Hepatitis B and C and pregnancy.

- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Define gender roles, gender identity and sexual orientation across cultures.

**Accessing Information:**

- Access appropriate school, home and community resources to meet specific needs for sexual health.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Identify medically accurate information about HIV/AIDs.

**Self-Management:**

- Demonstrate ways they can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.

**Analyzing Influences:**

- 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.

**Interpersonal Communication:**

- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?

**Advocacy:**

- Advocate for the dignity and respect for all.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Advocate for the promotion of empathy for individual differences.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*336.423 Local Wellness Program*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: VIOLENCE AND SUICIDE PREVENTION**

### **Concepts:**

- Explain pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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.
- Identify that media and technology may contain violent messages and images.

### **Accessing Information:**

- Identify reporting process within school setting.

### **Self-Management:**

- Demonstrate effective ways to promote respect for self and others.

### **Analyzing Influences:**

- Differentiate between pro-social and antisocial words and actions in the media.

### **Interpersonal Communication:**

- Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

### **Goal Setting:**

- 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 cyber-bullying).
- Set personal media and technology viewing goals.

### **Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.

- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)  
581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## 8TH GRADE

### INTRODUCTION

In accordance with the requirements of the State of Oregon, the Lake Oswego School District School Board has adopted a Comprehensive Sexuality Education Program. Some of the topics covered in Comprehensive Sexuality Education are family and peer relationships, human sexuality, reproduction, resistance to peer pressure and substance abuse.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. The opt-out procedure permits parents and guardians to exercise this choice. Please consider carefully the educational opportunities children may be missing before choosing to opt them out.

If parents and guardians exercise the option to have children opt-out from any part of the Comprehensive Sexuality Education program, their child will spend that time outside the classroom in a designated area to be determined by the school's administrator (i.e. the media center). Children will not be penalized if parents or guardians exercise the opt-out opportunity; however, they will be expected to complete an alternate assignment.

Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent/guardian meeting at your school and review the curriculum. Lake Oswego School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

### **Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

### **Decision Making:**

- Analyze the short and long term effects of drugs using the decision making model.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: PREVENTION AND CONTROL OF DISEASE**

### **Concepts:**

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

### **Self-Management:**

- Demonstrate personal health care practices that prevent the spread of communicable diseases.

### **Advocacy:**

- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

*Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases, including HIV/AIDS and Hepatitis B (K-12) 581-022-1440 Human Sexuality Education (K-12)*

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

### **Concepts:**

- Explain how to build and maintain healthy family, peer and dating relationships.
- Identify qualities that contribute to a healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors, including drug use and problem gambling.
- Describe the law for reporting child abuse.

### **Accessing Information:**

- 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.

### **Self Management:**

- Demonstrate appropriate ways to respect and include others who are different from you.

**Analyzing Influences:**

- 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/or participate in addictive behaviors.

**Interpersonal Communication:**

- Demonstrate effective communication skills that encourage healthy relationships.

**Goal Setting:**

- Set goals around increasing a positive, healthy self-image.

**Decision Making:**

- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12)*

*Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0711 Child Abuse Reporting 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH****Concepts:**

- 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.
- Define gender roles, gender identity and sexual orientation across cultures.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Define sexual intercourse and its relationship to human reproduction.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- 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.

**Accessing Information:**

- 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/C.

**Self-Management:**

- Describe the steps to using a condom.
- Demonstrate ways one can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.

**Analyzing Influences:**

- Analyze the role of alcohol and other drug use in sexual violence-related situations.
- 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.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.

**Interpersonal Communication:**

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

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?

**Decision Making:**

- Use a decision making model to choose abstinence as the safest choice, but know effective contraceptives that offer safer sexual practices.
- Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.

**Advocacy:**

- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Advocate for the promotion of empathy for individual differences.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*336.423 Local Wellness Program*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: VIOLENCE AND SUICIDE PREVENTION**

### **Concepts:**

- Explain pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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.
- Identify that media and technology may contain violent messages and images.

### **Accessing Information:**

- Identify reporting process within school setting.

### **Self-Management:**

- Demonstrate effective ways to promote respect for self and others.

### **Analyzing Influences:**

- Differentiate between pro-social and antisocial words and actions in the media.

### **Interpersonal Communication:**

- Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

### **Goal Setting:**

- 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 cyber-bullying).
- Set personal media and technology viewing goals.

### **Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)*

*336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **HIGH SCHOOL HEALTH 1 and 2**

**(\*Read as, by the end of 12<sup>th</sup> Grade the student will be able to...)**

### **INTRODUCTION**

In accordance with the requirements of the State of Oregon, the Lake Oswego School District School Board has adopted a Comprehensive Sexuality Education Program. Some of the topics covered in Comprehensive Sexuality Education are family and peer relationships, human sexuality, reproduction, resistance to peer pressure and substance abuse.

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

### **Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.
- Explain the effects of alcohol, tobacco and other drug use during pregnancy.

### **Analyzing Influences:**

- Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.

### **Advocacy:**

- Advocate for abstaining from alcohol, tobacco, and other drugs during pregnancy.

*Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

## **Strand: PREVENTION AND CONTROL OF DISEASE**

### **Concepts:**

- 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.

### **Accessing Information:**

- Identify school and community resources that support early detection.

### **Self-Management:**

- Demonstrate how to perform self-exams with anatomical models.

### **Analyzing Influences:**

- Analyze public health policies and regulations influence health promotion and disease prevention.

### **Goal Setting:**

- Set a goal to practice strategies for preventing communicable and non-communicable diseases.

### **Advocacy:**

- Advocate to others the importance of screenings and medical examinations to maintain reproductive health.

*Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases (K-12)*

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

### **Concepts:**

- Explain how to build and maintain healthy family and peer relationships.
- Describe qualities that contribute to a healthy self-image.
- Classify personal stressors at home, in school and community.

- Describe law for reporting child abuse.
- Recognize diversity among relationships including age, disability, national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Explain the causes, effects, and symptoms of depression, including suicide and psychosis. (essential)

**Accessing Information:**

- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Identify resources at school and in the community for reporting child abuse.
- Identify school and community resources that can help a person who is depressed or contemplating suicide. (essential)

**Self Management:**

- Practice strategies for managing and reducing stress, anger, and conflict.

**Analyzing Influences:**

- Analyze how personal, family, and cultural values influence healthy behaviors.
- Identify influences, peer, family, community, and media that contribute to a healthy self-image.

**Goal Setting:**

- Set a goal to reduce/cope with life stressors in a health enhancing way.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

*581-022-0711 Child Abuse Reporting*

*581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH**

**Concepts:**

- Describe physical, social, and emotional changes during the transition from adolescence to adulthood.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Explain the laws related to reproductive and sexual health care.
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.

- Describe the impact of alcohol and other drug use on sexual decision making.
- Describe a range of ways to expression affection with healthy relationships.
- Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Define sexual consent and explain its implications for sexual decision-making.

**Accessing Information:**

- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.
- Explain how to access local STD and HIV testing and treatment services.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

**Self-Management:**

- Describe the steps to using a condom correctly.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Explain how to promote safety, respect, awareness and acceptance.

**Analyzing Influences:**

- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.
- Explain how media can influence one’s beliefs about what constitutes a healthy relationship.

**Interpersonal Communication:**

- Effectively communicate the decisions and behaviors of family, peers, and others that promote healthy sexual behaviors.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Demonstrate an understanding of “consent” through effective communication skills.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Set a personal goal to treat partners with respect and to be treated with respect.

**Decision Making:**

- Use a decision making process to make healthy choices around sexual health.

**Advocacy:**

- Advocate for using sexual protection if having sex.
- Advocate for and promote dignity and respect for all.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION****Concepts:**

- Explain pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 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.
- Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.
- Describe federal, state, and local laws intended to prevent violence.
- Identify that media and technology may contain violent messages and images.

**Accessing Information:**

- Identify reporting process within school setting and describe where and when to report dangerous situations.
- Describe how to access resources when you or someone else is depressed or considering suicide.
- Identify public and private violence prevention resources.

**Self-Management:**

- Demonstrate the ability to take the perspective of others in a conflict situation.
- Describe how alcohol and other drug use can affect decision making and influence violence.

**Interpersonal Communication:**

- Demonstrate pro-social communication skills.

- Demonstrate the steps healthy communication in problem-solving anger management and impulse control.
- Practice effective communication skills for reporting dangerous situations.
- Practice how to report and get help when depressed or considering suicide.
- Differentiate between pro-social and antisocial words and actions in the media.

**Decision Making:**

- 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.

**Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

**Concepts:**

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.
- Explain the effects of alcohol, tobacco and other drug use during pregnancy.

**Analyzing Influences:**

- Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.

**Advocacy:**

- Advocate for abstaining from alcohol, tobacco, and other drugs during pregnancy.

*Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: PREVENTION AND CONTROL OF DISEASE**

**Concepts:**

- 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.

**Accessing Information:**

- Identify school and community resources that support early detection.

**Self-Management:**

- Demonstrate how to perform self-exams with anatomical models.

**Analyzing Influences:**

- Analyze public health policies and regulations influence health promotion and disease prevention.

**Goal Setting:**

- Set a goal to practice strategies for preventing communicable and non-communicable diseases.

**Advocacy:**

- Advocate to others the importance of screenings and medical examinations to maintain reproductive health.

*Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases (K-12)*

**Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH****Concepts:**

- Explain how to build and maintain healthy family and peer relationships.
- Describe qualities that contribute to a healthy self-image.
- Classify personal stressors at home, in school and community.
- Describe law for reporting child abuse.
- Recognize diversity among relationships including age, disability, national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Explain the causes, effects, and symptoms of depression, including suicide and psychosis. (essential)

**Accessing Information:**

- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Identify resources at school and in the community for reporting child abuse.
- Identify school and community resources that can help a person who is depressed or contemplating suicide. (essential)

**Self Management:**

- Practice strategies for managing and reducing stress, anger, and conflict.

**Analyzing Influences:**

- Analyze how personal, family, and cultural values influence healthy behaviors.
- Identify influences, peer, family, community, and media that contribute to a healthy self-image.

**Goal Setting:**

- Set a goal to reduce/cope with life stressors in a health enhancing way.

**Advocacy:**

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1440 Human Sexuality Education (K-12)*

**Strand: PROMOTION OF SEXUAL HEALTH**

**Concepts:**

- Describe physical, social, and emotional changes during the transition from adolescence to adulthood.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Explain the laws related to reproductive and sexual health care.
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Describe the impact of alcohol and other drug use on sexual decision making.
- Describe a range of ways to expression affection with healthy relationships.
- Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Define sexual consent and explain its implications for sexual decision-making.

**Accessing Information:**

- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.
- Explain how to access local STD and HIV testing and treatment services.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

**Self-Management:**

- Describe the steps to using a condom correctly.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Explain how to promote safety, respect, awareness and acceptance

**Analyzing Influences:**

- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.

- Explain how media can influence one’s beliefs about what constitutes a healthy relationship.

**Interpersonal Communication:**

- Effectively communicate the decisions and behaviors of family, peers, and others that promote healthy sexual behaviors.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Demonstrate an understanding of “consent” through effective communication skills.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

**Goal Setting:**

- Set a personal goal for the future. How would your goals be affected by your choices?
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Set a personal goal to treat partners with respect and to be treated with respect.

**Decision Making:**

- Use a decision making process to make healthy choices around sexual health.

**Advocacy:**

- Advocate for using sexual protection if having sex.
- Advocate for and promote dignity and respect for all.

*Related ORS: 336.455 Human Sexuality Education (K-12)*

*339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)*

*581-022-1440 Human Sexuality Education (K-12) 581-022-0413 Prevention Education in Drugs and Alcohol (K-12) 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**Strand: VIOLENCE AND SUICIDE PREVENTION**

**Concepts:**

- Explain pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 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.

- Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.
- Describe federal, state, and local laws intended to prevent violence.
- Identify that media and technology may contain violent messages and images.

**Accessing Information:**

- Identify reporting process within school setting and describe where and when to report dangerous situations.
- Describe how to access resources when you or someone else is depressed or considering suicide.
- Identify public and private violence prevention resources.

**Self-Management:**

- Demonstrate the ability to take the perspective of others in a conflict situation.
- Describe how alcohol and other drug use can affect decision making and influence violence.

**Interpersonal Communication:**

- Demonstrate pro-social communication skills.
- Demonstrate the steps healthy communication in problem-solving anger management and impulse control.
- Practice effective communication skills for reporting dangerous situations.
- Practice how to report and get help when depressed or considering suicide.
- Differentiate between pro-social and antisocial words and actions in the media.

**Decision Making:**

- 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.

**Advocacy:**

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

*Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12) Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)*

**GUIDELINES FOR TRAINING  
INDIVIDUALS WHO WILL BE  
TEACHING  
COMPREHENSIVE SEXUAL  
EDUCATION**

# **GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUAL EDUCATION**

## **INTRODUCTION**

Lake Oswego School District provides a Comprehensive Sexuality Education (CSE) program that will include instruction that:

- Is age appropriate and medically accurate.
- Is trauma informed, culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- Provides information with the understanding of and strength of the preponderance of evidence.
- 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.
- Further, any education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

In order to best do this, it is important to outline the training procedures for those who will be instructing this critical content to our children. Below, it is broken down into elementary and secondary school as certifications and trainings may differ.

## **ELEMENTARY SCHOOL**

To be in compliance with state legislation and aligned to the standards put out by ODE, elementary schools will follow the following procedure related to its CSE program.

- SB 856 Compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by trained professionals.\*
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level.
- 5th grade human sexuality content will be taught by grade level teachers and/or school counselors. Please refer to the LOSD course outlines for concrete content expectations per grade level.

**\*Curriculum to be determined.**

## **SECONDARY SCHOOL**

All content related to Comprehensive Sexuality Education will be taught by a certified health teacher, school counselors, and other trained professionals, including the compliance areas around SB 856 in the four sessions required by law.

# **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

## **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

### **INTRODUCTION**

An important element in the successful implementation of a Comprehensive Sexuality Education Program (CSEP) is parent/guardian/community involvement. Due to the sensitive nature of program content, parents and community members are a part of the CSEP committee and the district is committed to a planned approach for parent and community involvement.

### **PLAN FOR PARENT/GUARDIAN/COMMUNITY INVOLVEMENT**

In Lake Oswego School District, the superintendent's staff identified a community team, which included individuals such as district office personnel, an elementary school principal, a middle school principal, a high school assistant principal, teachers, parents, and members of the medical and mental health profession.

As part of this process, the CSEP Committee met to learn about the Oregon requirements for a Comprehensive Sexuality Education Plan and develop the plan. The District will host a parent/guardian/community information forum for feedback on the process, which will include policies adopted by the Lake Oswego School District School Board (i.e. Policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education), and will also include Health Instruction Materials to be adopted by the School Board after a review by the curriculum committee charged with selecting Health education materials.

Parents/guardians and community-based personnel are encouraged to participate in information forums, feedback loops, committee meetings, as well as statewide and local training sessions for Comprehensive Sexuality Education in Oregon.

## **PARENT/GUARDIAN INVOLVEMENT ACTIVITIES**

Department of Education staff members provide information sessions on Comprehensive Sexuality Education and related topics by request. Lake Oswego School District worked alongside ODE experts in coming up with, and reviewing, this plan.

Each teacher of the Comprehensive Sexuality Education plan is asked to communicate with parents and students involved in the program. Provisions must be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that each school inform parents annually of the Comprehensive Sexuality Education Plan.

During parent/community forums and/or school board meetings, attendees will have the opportunity to access the standards, pertinent Oregon legislation and laws, FAQs, Q&A with district staff and ODE experts, as well as the proposed curriculum materials. Following those sessions, feedback will be used to refine and inform the CSEP proposal, and to deliver a final recommendation on instructional materials. This recommendation will complete this process for approval for the instruction related to Comprehensive Sexuality Education.

## **COMPREHENSIVE SEXUALITY EDUCATION**

Lake Oswego School District provides a Comprehensive Sexuality Education program that will include instruction that:

- Is age-appropriate, medically accurate, and is not shame or fear based;
- Is trauma informed, culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation;
- Provides information with the understanding of, and strength of the preponderance of evidence
- The HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan will provide instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12
- Sexuality education materials, instructional strategies, and activities will not use shame or fear based tactics.

Lake Oswego's School Board recognizes the sensitive nature of some content in the Comprehensive Sexuality Education program required by the Oregon State Board of Education. The program is not intended to conflict with family values and behavioral norms. A parent/guardian informational meeting will be held at each school. At this meeting, parents will have an opportunity to learn about the materials and how they can support instruction at home.

Although the Comprehensive Sexuality Education program is designed to assist and support parents/guardians as they educate their children, some parents/guardians may choose to have their children not participate. Parents/guardians wanting to opt their child out of Sexuality

Education instruction should communicate with their building principal or assistant principal, or by contacting their child's Health Education instructor. In the event that a parent/guardian opts their child out sexuality education, an alternative assignment will be given.

If you want to review copies of the materials outside of the information meetings, please contact your child's school directly. If you have any questions, you can contact your child's teacher or principal, or contact the Central Office at 503-534-2000.

# ODE HEALTH STANDARDS (K-3, 4-5, 6-8, HIGH SCHOOL)

## **How to find and read standards via their indicator code:**

Example: HE.3.K.5 – “Health Standard. Standard #. Grade Level. Learning Target”

HE: Health Standard

“3”: Standard # (Standard “Students will demonstrate the ability to access valid information, products, and services to enhance health.”)

K: Grade Level

“5”: Learning Target (“Identify who to report to at home, school and in the community if they see unsafe objects.”)



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6   | Grade 7  | Grade 8  | High School  |
|--------------|---------|---------|---------|---------|---------|---|--|--|--|
|              |         |         |         |         |         | HE.1.6.8 Recognize factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. | HE.1.7.8 Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. | HE.1.8.8 Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. |  |
|              |         |         |         |         |         | HE.1.6.7 Identify the physical, academic, mental, and social benefits of physical activity.   | HE.1.7.7 Explain the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.            | HE.1.8.7 Analyze the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.          |  |
|              |         |         |         |         |         | HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations.   | HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.   | HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations.                                   | HE.1.12.6 Explain how genetics and family history can impact personal health |
|              |         |         |         |         |         | HE.1.6.10 Describe basic first aid procedures needed to treat injuries and other emergencies.   | HE.1.7.10 Apply basic first aid procedures needed to treat injuries and other emergencies.   | HE.1.8.10 Demonstrate 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.1.7.11 Plan safe behaviors when traveling to and from school and in the community.  | HE.1.8.11 Evaluate 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.1.7.12 Explain the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.                           | HE.1.8.12 Analyze 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.1.7.13 Describe the benefits of and barriers to practicing healthy behaviors.   | HE.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors.   |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8   | High School   |
|--------------|---------|---------|---------|---------|---------|--|--|---|---|
|              |         |         |         |         |         | HE.1.6.14 Identify the factors that contribute to chronic diseases.  | HE.1.7.14 Identify the factors that contribute to chronic diseases.  | HE.1.8.14 Identify the factors that contribute to chronic diseases.   | HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.   |
|              |         |         |         |         |         | HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. | HE.1.7.15 Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. | HE.1.8.15 Plan what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. | HE.1.12.8 Explain disparities that exist between access to health care and health status.                     |
|              |         |         |         |         |         |  | HE.1.7.16 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.                              | HE.1.8.16 Assess the likelihood of injury or illness if engaging in unhealthy behaviors.                            | 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. |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten   | Grade 1  | Grade 2   | Grade 3   | Grade4  | Grade 5  | Grade 6  | Grade 7   | Grade 8  | High School  |
|--|--|---|---|---|--|--|---|--|--|
| HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.                          | HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.                          | HE.1.2.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.                          | HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.                                 | HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.                 | HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.                           | HE.1.6.16 Identify/ the human sexual and reproductive systems including body parts and their functions.                  | HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.                  | HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.                  | HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.                                  |
| HE.1.K.5 List potentially unsafe body fluids and objects to avoid.   | 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.1.2.5 Demonstrate ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C). |   |   |  | HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and non-communicable diseases. | HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and non-communicable diseases. | HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases. | HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.                                |
| 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.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.  | HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.  | HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects.                        | HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy. | HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.             | HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.  | HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.   | HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.   |  |
|  |  |   | HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C). | HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.   | HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.              | HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.                 | HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.                    | HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.                  |  |
|  |  |   | HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.                                      |   | HE.1.5.9 Identify health care practices related to physical changes during puberty.                                | HE.1.6.20 Describe health care practices related to physical changes during puberty.                                     | HE.1.7.21 Explain health care practices related to physical changes during puberty.                                     | HE.1.8.21 Explain the health care practices related to physical changes during puberty.                                | HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.                         |
| HE.1.K.7 Recognize that there are many ways to express gender.   | HE.1.1.7 Explain that there are many ways to express gender.   | HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.   | HE.1.3.10 Define sexual orientation.  | HE.1.4.9 Define sexual orientation.   | HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation. | HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.       | HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.        | HE.1.8.22 Explain the differences between biological sex, sexual orientation, and gender identity and expression.      | HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression. |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten   | Grade 1  | Grade 2  | Grade 3  | Grade 4   | Grade 5   | Grade 6  | Grade 7   | Grade 8   | High School  |
|--|--|--|--|---|---|--|---|---|--|
|  |  |  |  |   | HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.              | HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.   | HE.1.7.23 Define the physical, social, cognitive and emotional changes of adolescence.  | HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.   | 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.K.8 Recognize the importance of treating others with respect including gender expression. | HE.1.1.8 Recognize the importance of treating others with respect including gender expression. | HE.1.2.8 Recognize the importance of treating others with respect including gender expression. | HE.1.3.12 Recognize the importance of treating others with respect including gender expression and sexual orientation. | HE.1.4.11 Understand importance of treating others with respect including gender expression and sexual orientation. | HE.1.5.13 Describe the importance of treating others with respect including gender expression and sexual orientation. | 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.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression. | HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression. | HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.  |
|  |  |  |  |   |   | HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.  | HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.   | HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.  | 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.K.9 Describe the characteristics of a friend.   | HE.1.1.9 Describe how they can be a good friend.   | HE.1.2.9 Describe how they can be a good friend.   | HE.1.3.13 Identify the characteristics of a healthy relationship.  | HE.1.4.12 Describe the characteristics of a healthy relationship.   | HE.1.5.14 Discuss the characteristics of a healthy relationship.  | HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.   | HE.1.7.27 Define the characteristics of healthy and unhealthy relationships.  | HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.  | 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.                                       |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

|  | Kindergarten   | Grade 1  | Grade 2  | Grade 3  | Grade4   | Grade 5  | Grade 6   | Grade 7  | Grade 8  | High School   |
|--|--|--|--|--|--|--|---|--|--|---|
|  | HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.                    | HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.               | HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.               | HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.               | HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.               | HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.                                     | HE.1.6.27 Identify everyone has the right to say who touches their body and how.  | HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.  | HE.1.8.28 Explain why everyone has the right to say who touches their body and how.  | HE.1.12.24 Express that everyone has the right to say who touches their body 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.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to. | 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.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to. | 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.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.                        |   |  |  | 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.K.12 List a variety of ways people express affection within various types of relationships.           | HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.     | HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.     | HE.1.3.16 Describe a variety of ways people express affection within various types of relationships.     | HE.1.4.15 Describe a variety of ways people express affection within various types of relationships.     | HE.1.5.17 Analyze a variety of ways people express affection within various types of relationships.                            |   | HE.1.7.29 Describe a range of ways people express affection within various types of relationships.                             | HE.1.8.29 Discuss the range of ways people express affection within various types of relationships.                            | HE.1.12.26 Describe a range of ways to express affection within healthy relationships.  |
|  | HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.            | HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.        | HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.         | HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.                                  | HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.                                   | HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.  | HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. | HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. | HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.  | 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.1.2.14 Identify how media and technology influence our ideas about friendships.                       | HE.1.3.18 Identify how media and technology influence our ideas about friendships.                       | HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.             | 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.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.  | HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media. | HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media. | HE.1.12.29 Explain the role and impact of technology and social media in personal safety.   |
| HE.1.K.14 Identify different kinds of family structures. | HE.1.1.14 Describe different kinds of family structures.   | HE.1.2.15 Explain different kinds of family structures.  |  |  |  |  |   |  |  |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8   | High School  |
|--------------|---------|---------|---------|---------|---------|--|--|---|--|
|              |         |         |         |         |         | 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.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. | HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. | HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.       |
|              |         |         |         |         |         | HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.  | HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.  | HE.1.8.33 Compare and contrast 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.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.  | HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships.   | 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.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.   | HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.   | HE.1.8.35 Discuss 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.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.   | HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.   | HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception, pregnancy, adoption, abortion and parenting.   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8   | High School   |
|--------------|---------|---------|---------|---------|---------|--|--|---|---|
|              |         |         |         |         |         | HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.                                       | HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.                                       | HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.                                      |   |
|              |         |         |         |         |         | HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception. | HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception. | HE.1.8.38 Explain 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.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.  | HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.  |   |
|              |         |         |         |         |         | HE.1.6.38 Identify ways to prevent HIV and other STDs.   | HE.1.7.40 Define ways to prevent HIV and other STDs.   | HE.1.8.40 Explain 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.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.  | 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.1.12.33 Describe 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.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.  | HE.1.8.42 Discuss the potential impacts of power differences such as age, status or position within relationships.  | HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten  | Grade 1   | Grade 2   | Grade 3   | Grade 4  | Grade 5   | Grade 6  | Grade 7  | Grade 8  | High School   |
|---|---|---|---|--|---|--|--|--|---|
|   |   |   |   |  |   |  |  | <b>HE.1.8.43</b> Identify prenatal practices that can contribute to a healthy pregnancy.   | <b>HE.1.12.35</b> Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.) |
|   |   |   |   |  |   |  |  | <b>HE.1.8.44</b> Discuss consent as a freely given yes.  | <b>HE.1.12.36</b> Define affirmative consent as a freely given enthusiastic yes.  |
| <b>HE.1.K.15</b> Define consent as it relates to personal boundaries. | <b>HE.1.1.15</b> Describe consent as it relates to personal boundaries. | <b>HE.1.2.16</b> Practice consent as it relates to personal boundaries. | <b>HE.1.3.19</b> Define consent as it relates to personal boundaries. | <b>HE.1.4.18</b> Discuss consent as it relates to personal boundaries. | <b>HE.1.5.21</b> Practice how consent relates to personal boundaries. | <b>HE.1.6.41</b> Identify consent as a freely given yes.<br><b>HE.1.6.42</b> Describe how consent is a foundational principle in healthy sexuality and in violence prevention. | <b>HE.1.7.43</b> Define consent as a freely given yes.<br><b>HE.1.7.44</b> Discuss how affirmative consent mitigates confusion within a sexual relationship. | <b>HE.1.8.45</b> Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. | <b>HE.1.12.37</b> Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.                           |
|   |   |   |   |  |   | <b>HE.1.6.43</b> Identify that no one has the right to touch anyone else without giving and receiving consent.   | <b>HE.1.7.45</b> Describe why no one has the right to touch anyone else without giving and receiving consent.  | <b>HE.1.8.46</b> Discuss that no one has the right to touch anyone else without giving and receiving consent.                      |   |
|   |   |   |   |  |   | <b>HE.1.6.44</b> Identify why a person who has been raped or sexually assaulted is not at fault.   | <b>HE.1.7.46</b> Explain why a person who has been raped or sexually assaulted is not at fault.  | <b>HE.1.8.47</b> Discuss why a person who has been raped or sexually assaulted is not at fault.                                    | <b>HE.1.12.38</b> Recognize that many teens successfully use condoms.   |
|   |   |   |   |  |   |  |  |  | <b>HE.1.12.39</b> Discuss laws related to sex and sexual health.  |
|   |   |   |   |  |   |  | <b>HE.1.7.47</b> Recognize the signs and symptoms of a pregnancy.  | <b>HE.1.8.48</b> Describe the signs, symptoms, and stages of a pregnancy.  | <b>HE.1.12.40</b> Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.   |
|   |   |   |   |  |   |  |  |  | <b>HE.1.12.41</b> Explain the ovulation cycle and its relationship to fertilization and pregnancy.  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6   | Grade 7  | Grade 8  | High School   |
|--------------|---------|---------|---------|---------|---------|---|--|--|---|
|              |         |         |         |         |         |   |  | 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.1.12.42 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.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.  | HE.1.7.48 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.   | HE.1.8.51 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.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors.  | HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.   |   |
|              |         |         |         |         |         | HE.1.6.47 State the stages of addiction.  | HE.1.7.50 Explain the stages of addiction and its effects on the adolescent brain.   | HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain.  |   |
|              |         |         |         |         |         | 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.1.7.51 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.1.8.54 Evaluate exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health. |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8  | High School  |
|--------------|---------|---------|---------|---------|---------|--|--|--|--|
|              |         |         |         |         |         | HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.  | HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs.  | HE.1.8.55 Describe the perceptions and societal norms teens have regarding addictive drugs.  | 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.1.6.50 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.              | HE.1.7.53 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.              | HE.1.8.56 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.1.7.54 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health. | HE.1.8.57 Evaluate the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health. | HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).                   |
|              |         |         |         |         |         | HE.1.6.52 Identify between healthy eating, disordered eating, and eating disorders.  | HE.1.7.55 Distinguish between healthy eating, disordered eating, and eating disorders.   | HE.1.8.58 Assess the differences between healthy eating, disordered eating, and eating disorders.  |  |
|              |         |         |         |         |         | HE.1.6.53 Recognize the importance of moderation in food selection and consumption.  | HE.1.7.56 Describe the importance of a nutrient-rich diet.   | HE.1.8.59 Develop a dietary plan that promotes healthful eating.   | 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.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress.  | HE.1.7.57 Identify personal stressors at home, in school and community and strategies to reduce stress.  | HE.1.8.60 Identify personal stressors at home, in school and community and strategies to reduce stress.  | HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.                                       |

## Health Education Standards and Performance Indicators (Grades K-12) ***BOLD = In Statute/Rule***

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6   | Grade 7  | Grade 8  | High School  |
|--------------|---------|---------|---------|---------|---------|---|--|--|--|
|              |         |         |         |         |         | HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. | HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. | HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. | HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence. |
|              |         |         |         |         |         | HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.                             | HE.1.7.59 Explain the roles of problem-solving, anger management and impulse control have on preventing violence.                              | HE.1.8.62 Analyze the roles of problem-solving, anger management and impulse control have on preventing violence.                              |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

|   | Kindergarten   | Grade 1   | Grade 2   | Grade 3   | Grade 4  | Grade 5  | Grade 6   | Grade 7  | Grade 8   | High School |
|---|--|---|---|---|--|--|---|--|---|-------------|
| HE.2.K.1 Identify who influences personal health practices and behaviors.       | HE.2.1.1 Identify how family influences personal health practices and behaviors. | HE.2.2.1 Demonstrate how family influences personal health practices and behaviors. | HE.2.3.1 Recognize the influence of culture on personal health practices and behaviors. | HE.2.4.1 Describe the influence of culture on personal health practices and behaviors.              | HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors.              | HE.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.           | HE.2.7.1 Recognize the influence of culture on health beliefs, practices, and behaviors.  | HE.2.8.1 Analyze the influence of culture on health beliefs, practices, and behaviors.   | HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.   |             |
| HE.2.K.2 Identify school resources that support health practices and behaviors. | HE.2.1.2 Describe how school resources support health practices and behaviors.   | HE.2.2.2 Demonstrate how school resources support health practices and behaviors.   | HE.2.3.2 Explain how school resources support health practices and behaviors.           | HE.2.4.2 Describe how the school and community can support personal health practices and behaviors. | HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors. | HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors. | HE.2.7.2 Explain how the school and community can affect personal health practices and behaviors.                                 | HE.2.8.2 Analyze how the school and community can affect personal health practices and behaviors.                                | HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.                               |             |
| HE.2.K.3 Identify how the media can influence health behaviors.                 | HE.2.1.3 Describe how the media can influence health behaviors.                  | HE.2.2.3 Demonstrate how the media can influence health behaviors.                  | HE.2.3.3 Recognize how media influences thoughts, feelings, and health behaviors.       | HE.2.4.3 Describe how media influences thoughts, feelings, and health behaviors.                    | HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors.                    | HE.2.6.3 Examine how messages from media influence health behaviors.                               | HE.2.7.3 Analyze how messages from media influence health behaviors.  | HE.2.8.3 Critique how messages from media influence health behaviors.  | HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.                                    |             |
|   |  |   | HE.2.3.4 Recognize how peers and family can influence healthy and unhealthy behaviors.  | HE.2.4.4 Describe how peers and family can influence healthy and unhealthy behaviors.               | HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors.               | HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.                             | HE.2.7.4 Review how peers influence healthy and unhealthy behaviors.  | HE.2.8.4 Assess how peers influence healthy and unhealthy behaviors.   | HE.2.12.4 Analyze how peers influence health beliefs, behaviors, and outcomes.  |             |
|   |  |   | HE.2.3.5 Recognize how peers and family can influence ideas about body image.           | HE.2.4.5 Describe how friends and family can influence ideas about body image.                      | HE.2.5.5 Discuss how friends and family can influence ideas about body image.                      | HE.2.6.5 Describe how friends and family can influence ideas about body image.                     | HE.2.7.5 Describe what influences our values around body image, including the media.  | HE.2.8.5 Analyze what influences our values around body image, including the media.  | HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.                           |             |
|   |  |   |   |   |  |  |   |  | HE.2.12.6 Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.                                    |             |
|   |  |   |   |   |  |  | HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. | HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. | HE.2.8.6 Assess the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. |             |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten   | Grade 1  | Grade 2   | Grade 3   | Grade 4  | Grade 5   | Grade 6   | Grade 7   | Grade 8  | High School  |
|--|--|---|---|--|---|---|---|--|--|
| HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender. | HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender. | 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.2.3.7 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender. | 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.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender. | HE.2.6.8 Recognize the impact of technology on personal and family health.  | HE.2.7.8 Describe the influence of technology on personal and family health.  | HE.2.8.8 Analyze the influence of technology on personal and family health.  | 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.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.   | HE.2.3.8 Describe positive and negative ways friends and peers can influence various relationships.   | HE.2.4.8 Compare positive and negative ways friends and peers can influence various relationships.   | HE.2.5.8 Analyze ways friends and peers can influence various relationships.  | HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.          | HE.2.7.9 Discuss how food choices are influenced by culture, family, media, technology, peers, body image and emotions.                                     | HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions.                     | HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.   |
|  |  |   | HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.             | HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.            | HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.                        | HE.2.6.10 Examine how the family influences the health of adolescents.  | HE.2.7.10 Analyze how the family influences the health of adolescents.  | HE.2.8.10 Assess how the family influences the health of adolescents.  | HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within intimate relationships.   |
|  |  |   |   |  |   | HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others. | 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.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others. |  |
|  |  |   |   |  |   | HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults).                                      | HE.2.7.12 Describe influences that may affect self-esteem (e.g., peers, media, and adults).   | HE.2.8.12 Analyze 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.2.7.13 Explain how the perceptions of norms influence healthy and unhealthy behaviors.   | HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors.   | HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6   | Grade 7  | Grade 8  | High School   |
|--------------|---------|---------|---------|---------|---------|---|--|--|---|
|              |         |         |         |         |         | <b>HE.2.6.14</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.                           | <b>HE.2.7.14</b> Examine the influence of personal values and beliefs on individual health practices and behaviors.                                | <b>HE.2.8.14</b> Assess the influence of personal values and beliefs on individual health practices and behaviors.                       | <b>HE.2.12.12</b> Analyze how personal values and beliefs influence individual health practices and behaviors.                |
|              |         |         |         |         |         | <b>HE.2.6.15</b> Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.                     | <b>HE.2.7.15</b> Review how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.                            | <b>HE.2.8.15</b> Determine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.               | <b>HE.2.12.14</b> Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors. |
|              |         |         |         |         |         | <b>HE.2.6.16</b> Identify the influences that may encourage young people to engage in risky, addictive behaviors.                             | <b>HE.2.7.16</b> Describe the influences that may encourage young people to engage in risky, addictive behaviors.                                  | <b>HE.2.8.16</b> Report on the influences that may encourage young people to engage in risky, addictive behaviors.                       |   |
|              |         |         |         |         |         | <b>HE.2.6.17</b> Recognize factors that influence a healthy, active lifestyle.  | <b>HE.2.7.17</b> Explain factors that influence a healthy, active lifestyle.   | <b>HE.2.8.17</b> Differentiate between factors that influence a healthy, active lifestyle  |   |
|              |         |         |         |         |         | <b>HE.2.6.18</b> Examine how school and public health policies can influence health promotion and disease prevention.                         | <b>HE.2.7.18</b> Explain how school and public health policies can influence health promotion and disease prevention.                              | <b>HE.2.8.18</b> Critique school and public health policies that can influence health promotion and disease prevention.                  |   |
|              |         |         |         |         |         | <b>HE.2.6.19</b> Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. | <b>HE.2.7.19</b> Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. | <b>HE.2.8.19</b> Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8   | High School   |
|--------------|---------|---------|---------|---------|---------|--|--|---|---|
|              |         |         |         |         |         | HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.                                       | HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.   | HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.   | HE.2.12.15 Analyze 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 healthy intimate relationship. | HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.    | HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.                | HE.2.12.16 Analyze external influences that can impact one's decisions within a healthy intimate relationship.  |
|              |         |         |         |         |         | HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.          | HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence. | HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence. | 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.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.         | HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.        | HE.2.12.18 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.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.                | HE.2.12.19 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.  | HE.2.8.25 Analyze how our values impact our sexual health-related decisions.  | HE.2.12.20 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.                        | HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten  | Grade 1   | Grade 2  | Grade 3  | Grade 4   | Grade 5  | Grade 6  | Grade 7  | Grade 8   | High School   |
|---|---|--|--|---|--|--|--|---|---|
| HE.3.K.1 Identify ways to locate school and community health helpers.   | HE.3.1.1 Describe ways to locate school and community health helpers.   | HE.3.2.1 Demonstrate ways to locate school and community health helpers.   | HE.3.3.1 Locate resources from home, school, and community that provide valid health information.  | HE.3.4.1 Describe resources from home, school, and community that provide valid health information.   | HE.3.5.1 Analyze resources from home, school, and community that provide valid health information.   | 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.3.7.1 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.3.8.1 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.3.12.1 Use a variety of valid and reliable resources to research health information.   |
|   |   |  | HE.3.3.2 Recognize characteristics of valid health information, products, and services.  | HE.3.4.2 Describe characteristics of valid health information, products, and services.  | HE.3.5.2 Analyze characteristics of valid health information, products, and services.  | HE.3.6.2 Explain the validity of health information, products, and services.   | HE.3.7.2 Analyze the validity of health information, products, and services.   | HE.3.8.2 Evaluate the validity of health information, products, and services.   | HE.3.12.2 Evaluate the validity and reliability 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.3.7.3 Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.  | HE.3.8.3 Differentiate the resources available for adolescents on leading a healthy, active lifestyle.  | 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.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.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth. | HE.3.2.2 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.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth. | HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth. | HE.3.5.3 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.3.6.4 Describe situations that may require professional health services.  | HE.3.7.4 Examine situations that may require professional health services.   | HE.3.8.4 Review situations that may require professional health services.   |   |



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten  | Grade 1   | Grade 2   | Grade 3  | Grade 4   | Grade 5  | Grade 6  | Grade 7  | Grade 8  | High School  |
|---|---|---|--|---|--|--|--|--|--|
|   |   |   | 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.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.   | 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.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.   | HE.3.7.10 Describe information and sources of support for healthy and unhealthy relationships.   | HE.3.8.10 Assess information and sources of support for healthy and unhealthy relationships.   | HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and they relate to intimacy and sexual behavior.  |
| 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.3.1.3 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.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse. | HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.   | HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.   | HE.3.5.8 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.3.6.11 Identify sources of support, such as parents or other trusted adults; including school staff; they can tell if they are experiencing sexual abuse.   | HE.3.7.11 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.3.8.11 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.3.12.09 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. |
|   |   |   | 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.3.4.9 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.3.5.9 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.3.6.12 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.3.7.12 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.3.8.12 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.3.12.10 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.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.   |   | HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.   | 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.   | 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.  | 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.  | HE.3.6.13 Identify school and community resources for reporting child abuse.   | HE.3.7.13 Review school and community resources for reporting child abuse.   | HE.3.8.13 Select school and community resources for reporting child abuse.   |  |
| HE.3.K.5 Identify who to report to at home, school and in the community if they see unsafe objects.   | HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.   | HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.   |  |   |  |  |  |  |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8  | High School  |
|--------------|---------|---------|---------|---------|---------|--|--|--|--|
|              |         |         |         |         |         | HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and prevention.  | HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.  | HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention.  | 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.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.                              | HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.                              | HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.                              | HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.  |
|              |         |         |         |         |         | HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. | HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. | HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten  | Grade 1   | Grade 2  | Grade 3  | Grade 4  | Grade 5   | Grade 6   | Grade 7   | Grade 8  | High School  |
|---|---|--|--|--|---|---|---|--|--|
| HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.   | HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.   | HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.   | HE.4.3.1 Recognize effective verbal and nonverbal communication skills to enhance health.  | HE.4.4.1 Describe effective verbal and nonverbal communication skills to enhance health.   | HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.   | HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.       | HE.4.7.1 Analyze effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.        | HE.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.             | HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.                    |
| HE.4.K.2 Identify effective active listening skills.  | HE.4.1.2 Describe effective active listening skills.  | HE.4.2.2 Demonstrate effective active listening skills.  | HE.4.3.2 Recognize when to ask for assistance to enhance personal health.  | HE.4.4.2 Describe how to ask for assistance to enhance personal health.  | HE.4.5.2 Demonstrate how to ask for assistance to enhance personal health.  | HE.4.6.2 Describe how to ask for assistance to enhance the health of self and others.   | HE.4.7.2 Practice how to ask for assistance to enhance the health of self and others.   | HE.4.8.2 Demonstrate how to ask for assistance to enhance the health of self and others.   | 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.K.3 Identify effective refusal skills to avoid or reduce health risks.   | HE.4.1.3 Identify effective refusal skills to avoid or reduce health risks.   | HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.   | HE.4.3.3 Recognize effective refusal skills that avoid or reduce health risks.   | HE.4.4.3 Describe refusal skills that avoid or reduce health risks.  | HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.  | HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.  | HE.4.7.3 Demonstrate refusal and negotiation skills that avoid or reduce health risks.  | HE.4.8.3 Demonstrate and/or assess refusal and negotiation skills that avoid or reduce health risks.   | HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.             |
| HE.4.K.4 Identify sources of support to go to if threatened or harmed.  | HE.4.1.4 Describe ways to tell sources of support if threatened or harmed.  | HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.  | HE.4.3.4 Recognize nonviolent strategies to manage or resolve conflict.  | HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.   | HE.4.5.4 Demonstrate nonviolent strategies to manage or resolve conflict.   | HE.4.6.4 Explain effective conflict management or resolution strategies.  | HE.4.7.4 Demonstrate effective conflict management or resolution strategies.  | HE.4.8.4 Demonstrate and/or assess effective conflict management or resolution strategies.   | HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.              |
| HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.         |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten  | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Grade 5   | Grade 6  | Grade 7   | Grade 8  | High School   |
|---|--|--|--|--|---|--|---|--|---|
|   |  |  | HE.4.3.6 Identify ways to communicate your thoughts and feelings while maintaining healthy relationships.          | HE.4.4.6 Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.          | HE.4.5.6 Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.          | HE.4.6.6 Explain communication skills that foster healthy relationships.   | HE.4.7.6 Practice communication skills that foster healthy relationships.   | HE.4.8.6 Demonstrate communication skills that foster healthy intimate relationships.  | 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.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. | HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.                            | HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.                                | HE.4.8.7 Demonstrate 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.        | HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.         | HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.     | HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.    | HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.     | HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.         | HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations.                                  | HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations.  | HE.4.8.8 Demonstrate effective communication skills to report and/or access help in dangerous situations.  | HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.                   |
|   |  |  |  |  |   | HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices. | HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices. | HE.4.8.9 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.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.                                  | HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.                                      | HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.                                      |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7  | Grade 8  | High School   |
|--------------|---------|---------|---------|---------|---------|--|--|--|---|
|              |         |         |         |         |         | HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. | HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.                      | HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.         | 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.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships.         | HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships.                              | HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.                       | HE.4.12.10 Demonstrate 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. | HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.                      | 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.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.  | HE.4.12.12 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. |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten   | Grade 1  | Grade 2  | Grade 3   | Grade 4  | Grade 5   | Grade 6   | Grade 7  | Grade 8   | High School  |
|--|--|--|---|--|---|---|--|---|--|
| HE.5.K.1 Identify when help is needed to make a health-related decision. | HE.5.1.1 Describe situations when a health-related decision is needed. | HE.5.2.1 Demonstrate decision-making skills for health-related situations. | HE.5.3.1 Recognize health-related situations that might require a decision.       | HE.5.4.1 Describe health-related situations that might require a decision.       | HE.5.5.1 Analyze health-related situations that might require a decision.       | HE.5.6.1 Recognize when health-related situations require the application of a decision-making process.                     | HE.5.7.1 Explain when health-related situations require the application of a decision-making process.                  | HE.5.8.1 Predict when health-related situations require the application of a decision-making process.               | HE.5.12.1 Determine the benefits of practicing a decision-making process to enhance health.  |
|  |  |  | HE.5.3.2 Recognize when assistance is needed in making a health-related decision. | HE.5.4.2 Describe when assistance is needed in making a health-related decision. | HE.5.5.2 Analyze when assistance is needed in making a health-related decision. | HE.5.6.2 Identify protective factors and barriers that can impact healthy decision making.                                  | HE.5.7.2 Describe protective factors and barriers that can impact healthy decision making.                             | HE.5.8.2 Assess circumstances that can help or hinder healthy decision making.                                      | HE.5.12.2 Examine protective factors and barriers that can impact decision-making.   |
|  |  |  |   | HE.5.4.3 Describe a healthy option when making a decision.                       | HE.5.5.3 Analyze a healthy option when making a decision.                       | HE.5.6.3 Analyze when assistance is needed in making a health-related decision.   | HE.5.7.3 Analyze when assistance is needed in making a health-related decision.  | HE.5.8.3 Predict when additional adult and/or professional input is appropriate for health related decision making. | HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.  |
|  |  |  | HE.5.3.3 Recognize a healthy option when making a decision.                       | HE.5.4.3 Describe a healthy option when making a decision.                       | HE.5.5.3 Analyze a healthy option when making a decision.                       | HE.5.6.4 Recognize healthy options when making a decision about health-related issues or problems.                          | HE.5.7.4 Describe healthy options when making a decision about health-related issues or problems.                      | HE.5.8.4 Analyze healthy options when making a decision about health-related issues or problems.                    | 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.5.6.5 Describe how to use a decision making process to avoid or refuse addictive or harmful substances and/or behaviors. | HE.5.7.5 Practice using a decision making process to avoid or refuse addictive or harmful substances and/or behaviors. | HE.5.8.5 Apply a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.       | HE.5.12.5 Defend a health-enhancing decision.  |
|  |  |  |   |  |   | HE.5.6.6 Recognize when individual or collaborative decision making is appropriate.   | HE.5.7.6 Distinguish when individual or collaborative decision making is appropriate.                                  | HE.5.8.6 Justify when individual or collaborative decision making is appropriate.                                   |  |
|  |  |  |   |  |   | HE.5.6.7 Describe a decision making process to practice safety in and around motor vehicles.                                | HE.5.7.7 Use a decision making process to promote safe practices in and around motor vehicles.                         | HE.5.8.7 Apply a decision making process to use safety practices in and around motor vehicles.                      | HE.5.12.6 Apply a decision-making process to make safe choices while driving or riding in motor vehicles.  |
|  |  |  |   |  |   |   |  |   |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3  | Grade 4 | Grade 5  | Grade 6   | Grade 7   | Grade 8   | High School   |
|--------------|---------|---------|--|---------|--|---|---|---|---|
|              |         |         |  |         |  | <b>HE.5.6.8</b> List healthy and unhealthy options to health-related issues or problems.                            | <b>HE.5.7.8</b> Explain healthy and unhealthy options to health-related issues or problems.               | <b>HE.5.8.8</b> Distinguish between healthy and unhealthy options to solve health-related issues or problems. | <b>HE.5.12.7</b> Evaluate the outcome and effectiveness of a health-related decision.                                   |
|              |         |         | <b>HE.5.3.4</b> Recognize the outcomes of a health-related decision. |         | <b>HE.5.5.4</b> Reflect the outcomes of a health-related decision. |   |   |   | <b>HE.5.12.8</b> Apply a decision-making process to make choices about contraception, including abstinence and condoms. |
|              |         |         |  |         |  | <b>HE.5.6.9</b> Describe how the decision-making process can be used to enhance or establish healthy relationships. | <b>HE.5.7.9</b> Practice using the decision-making process to enhance or establish healthy relationships. | <b>HE.5.8.9</b> Apply the decision-making process to enhance or establish healthy relationships.              |   |
|              |         |         |  |         |  | <b>HE.5.6.10</b> Practice a decision making process to make healthy choices around sexual health.                   | <b>HE.5.7.10</b> Practice a decision making process to make healthy choices around sexual health.         | <b>HE.5.8.10</b> Assess a decision making process to make healthy choices around sexual health.               | <b>HE.5.12.9</b> Model a decision making process to make healthy choices around sexual health.                          |
|              |         |         |  |         |  | <b>HE.5.6.11</b> Practice a decision making process to give or receive consent.                                     | <b>HE.5.7.11</b> Practice a decision making process to give or receive consent.                           | <b>HE.5.8.11</b> Assess a decision making process to give or receive consent for consensual sexual activity.  | <b>HE.5.12.10</b> Apply a decision making process to promote consensual sexual activity within healthy relationships.   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten   | Grade 1  | Grade 2   | Grade 3   | Grade 4  | Grade 5  | Grade 6   | Grade 7   | Grade 8   | High School   |
|--|--|---|---|--|--|---|---|---|---|
| HE.6.K.1 Identify a short-term personal health goal and take action toward achieving the goal. | HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal. | HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal. | HE.6.3.1 Choose a personal health goal and track progress toward its achievement. | HE.6.4.1 Set a personal health goal and track progress toward its achievement. | HE.6.5.1 Analyze a personal health goal and track progress toward its achievement. | HE.6.6.1 Create a goal to maintain, or improve a personal health practices.   | HE.6.7.1 Develop and analyze a goal to maintain, or improve a personal health practices.  | HE.6.8.1 Evaluate a goal to maintain, or improve a personal health practice.  | HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.   |
| HE.6.K.2 Identify resources to achieve health-related goals.                                   | HE.6.1.2 Describe resources to achieve health-related goals.                                   | HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.   | HE.6.3.2 Recognize resources to assist in achieving a personal health goal.       | HE.6.4.2 Describe resources to assist in achieving a personal health goal.     | HE.6.5.2 Analyze resources to assist in achieving a personal health goal.          | HE.6.6.2 List personal health practices that lead to a healthy lifestyle.   | HE.6.7.2 Explain personal health practices that lead to a healthy lifestyle.  | HE.6.8.2 Assess personal health practices that lead to a healthy lifestyle.   | HE.6.12.2 Assess personal health practices and overall health status as the first step in determining a personal health goal. |
|  |  |   |   |  |  | 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.6.7.3 Describe strategies and skills needed to attain a personal health goal such as implementing and monitoring of a physical activity health plan. | HE.6.8.3 Apply strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.          | HE.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.                                      |
|  |  |   |   |  |  | HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.                               | 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.6.8.4 Manage achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.                                      | HE.6.12.4 Evaluate the outcome of a personal health goal.   |
|  |  |   |   |  |  | HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).                | HE.6.7.5 Create and analyze a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).      | HE.6.8.5 Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying). |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5  | Grade 6  | Grade 7   | Grade 8   | High School   |
|--------------|---------|---------|---------|---------|--|--|---|---|---|
|              |         |         |         |         |  | 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.6.7.6 Develop and apply a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.                        | HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.                     | HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness. |
|              |         |         |         |         |  | 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.6.7.7 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.6.8.7 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.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.   | HE.6.7.8 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.   | HE.6.8.8 Review how personal health goals can vary with changing abilities, priorities, and responsibilities.   |   |
|              |         |         |         |         | HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence). | HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).   | 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.6.8.9 Develop a goal and practice methods 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.6.7.10 Set a personal goal to treat your partners with dignity and respect.  | HE.6.8.10 Establish a personal goal to not have sex until you're ready.   | HE.6.12.6 Set a personal goal to not have sex until you're ready.                                 |
|              |         |         |         |         |  | HE.6.6.11 Identify a personal goal to be treated with dignity and respect.   | HE.6.7.11 Set a personal goal to be treated with dignity and respect.   | HE.6.8.11 Establish a personal goal to use protection when sexually active.   | HE.6.12.7 Set 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.6.12.8 Develop 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.   | HE.6.12.9 Develop short and long-term goals to maintain sexual health.                            |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten  | Grade 1   | Grade 2  | Grade 3   | Grade 4  | Grade 5   | Grade 6   | Grade 7  | Grade 8  | High School   |
|---|---|--|---|--|---|---|--|--|---|
| HE.7.K.1 Identify healthy practices and behaviors that maintain or improve personal health. | HE.7.1.1 Describe healthy practices and behaviors that maintain or improve personal health. | HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health. | HE.7.3.1 Recognize responsible personal health behaviors.   | HE.7.4.1 Describe responsible personal health behaviors.   | HE.7.5.1 Analyze responsible personal health behaviors.   | HE.7.6.1 Recognize the importance of assuming responsibility for personal health behaviors.                         | HE.7.7.1 Explain the importance of assuming responsibility for personal health behaviors.                                  | HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.                          | HE.7.12.1 Explain the role of individual responsibility for enhancing health.   |
| HE.7.K.2 Recognize behaviors that avoid or reduce health risks.                             | HE.7.1.2 Describe behaviors that avoid or reduce health risks.                              | HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.                              | HE.7.3.2 Recognize a variety of healthy practices and behaviors that maintain or improve personal health. | HE.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.7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health. | HE.7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.   | HE.7.7.2 Demonstrate the ability to practice healthy behaviors that can maintain or improve the health of self and others. | HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.      | 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.7.3.3 Recognize a variety of behaviors to avoid or reduce health risks.                                | HE.7.4.3 Describe a variety of behaviors to avoid or reduce health risks.  | HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.                              | HE.7.6.3 Identify healthy ways to maintain a healthy body weight.   | HE.7.7.3 Differentiate healthy ways to maintain a healthy body weight.   | HE.7.8.3 Promote healthy ways to maintain a healthy body weight.   | Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.  |
|   |   |  |   |  |   | HE.7.6.4 List personal strategies for minimizing potential harm from exposure to the sun.                           | HE.7.7.4 Describe personal strategies for minimizing potential harm from exposure to the sun.                              | HE.7.8.4 Establish 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.7.7.5 Conduct a personal dietary assessment using the USDA guidelines.  | HE.7.8.5 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.7.7.6 Demonstrate effective ways to promote respect for self and others, including others who are different from you.   | HE.7.8.6 Apply effective ways to promote respect for self and others, including others who are different from you. |   |
|   |   |  |   |  |   |   |  |  |   |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten   | Grade 1  | Grade 2   | Grade 3  | Grade 4 | Grade 5  | Grade 6  | Grade 7   | Grade 8   | High School  |
|--|--|---|--|---------|--|--|---|---|--|
|  |  |   |  |         |  |  |   |   |  |
| HE.7.K.3 Recognize how to clearly say no, and/or leave an uncomfortable situation. | HE.7.1.3 Describe how to clearly say no and uncomfortable situation. | HE.7.2.3 Demonstrate how to clearly say "no" and/or how to leave an unsafe/uncomfortable situation. | 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. |         | 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.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.<br><br><b>HE.7.6.8 Identify ways to be physically active throughout a lifetime.</b> | HE.7.7.7 Practice managing personal stressors with peers, at home, in school, and community.<br><br><b>HE.7.7.8 Propose ways to be physically active throughout a lifetime.</b> | HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community.<br><br><b>HE.7.8.8 Report on ways to be physically active throughout a lifetime.</b> | 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.7.6.9 Identify the early signs of stress.   | HE.7.7.9 Explain the early signs of stress and practice stress management techniques.   | HE.7.8.9 Evaluate personal stress and implement stress management techniques.   | HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.  |
|  |  |   |  |         |  | HE.7.6.10 Identify behaviors to avoid or reduce health risks to self and others.   | HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others.   | HE.7.8.11 Evaluate 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.7.7.12 Apply personal health care practices that prevent the spread of communicable disease.   | HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.  | HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.   |
|  |  |   |  |         |  |  |   |   |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4  | Grade 5   | Grade 6   | Grade 7  | Grade 8   | High School  |
|--------------|---------|---------|---------|--|---|---|--|---|--|
|              |         |         |         | HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices. | HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices. | HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices. | HE.7.7.13 Describe the steps to correctly use a condom.  | HE.7.8.13 Demonstrate the steps to correctly use a condom.  | HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams. |
|              |         |         |         |  |   | HE.7.6.13 Identify the steps to correctly use a condom.   | HE.7.7.14 Assess the criteria for evaluating the health of a relationship.                                       | HE.7.8.14 Analyze the criteria for evaluating the health of a relationship.   | HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.                                      |
|              |         |         |         |  |   | HE.7.6.14 List 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.7.8.15 Assess ways to treat your partner with dignity and respect.   | HE.7.12.9 Analyze the 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.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships. | 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. | HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.                                |
|              |         |         |         |  |   | HE.7.6.16 Describe strategies to use social media safely, legally and respectfully.   |  | HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.   |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

| Kindergarten  | Grade 1  | Grade 2   | Grade 3  | Grade 4   | Grade 5  | Grade 6  | Grade 7   | Grade 8  | High School  |
|---|--|---|--|---|--|--|---|--|--|
| HE.8.K.1 Demonstrate ways to promote personal health.       | HE.8.1.1 Discuss ways to make requests to promote personal health. | HE.8.2.1 Explain the importance of promoting personal health. | HE.8.3.1 Recognize opinions that use accurate information about health issues. | HE.8.4.1 Communicate opinions using accurate information about health issues. | HE.8.5.1 Express opinions based on accurate information about health issues. | HE.8.6.1 State a health-enhancing position on a topic and support it with accurate information.  | HE.8.7.1 Express a health-enhancing position on a topic and support it with accurate information.   | HE.8.8.1 Propose a health-enhancing position on a topic and support it with accurate information.  | HE.8.12.1 Utilize data to formulate a health-enhancing message.  |
| HE.8.K.2 Encourage peers to select positive health choices. | HE.8.1.2 Encourage peers to make positive health choices.          | HE.8.2.2 Encourage peers to justify positive health choices.  | HE.8.3.2 Recognize ways to encourage others to make positive health choices.   | HE.8.4.2 Describe ways to encourage others to make positive health choices.   | HE.8.5.2 Encourage others to make positive health choices.                   | HE.8.6.2 Describe how to influence and support others to make positive health choices.   | HE.8.7.2 Demonstrate how to influence and support others to make positive health choices.   | HE.8.8.2 Demonstrate how to influence and support others to make positive health choices.  | 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.8.6.3 Identify how to promote empathy for individual differences.   | HE.8.7.3 Develop a plan to promote of empathy for individual differences.   | HE.8.8.3 Advocate for the promotion of 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.8.6.4 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.8.7.4 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.8.8.4 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. |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3  | Grade 4  | Grade 5   | Grade 6   | Grade 7   | Grade 8  | High School  |
|--------------|---------|---------|--|--|---|---|---|--|--|
|              |         |         |  | HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied. | HE.8.5.3 Persuade others to take action when someone else is being teased, harassed or bullied.     | 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.8.7.5 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.8.8.5 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.8.5.4 Explain how to promote safety, respect, awareness and acceptance of yourself and others.   | 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.8.7.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.   | 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.8.3.3 List ways students can work together to promote dignity and respect for all people. | HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.     | HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people. | HE.8.6.7 Investigate school policies and programs that promote dignity and respect for all.   | HE.8.7.7 Assess for school policies and programs that promote dignity and respect for all.  | HE.8.8.7 Advocate for school policies and programs that promote dignity and respect 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.8.7.8 Assess school policies and programs that promote healthy relationships and a safe environment for all.   |  |  |
|              |         |         |  |  |   |   |   | HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.   |  |
|              |         |         |  |  |   |   |   |  |  |
|              |         |         |  |  |   |   |   |  |  |

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6  | Grade 7   | Grade 8  | High School  |
|--------------|---------|---------|---------|---------|---------|--|---|--|--|
|              |         |         |         |         |         | HE:8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all. | HE:8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's. | HE:8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's. | 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.   |