

OTSD
K-12 Comprehensive
Sexual Education
Plan

The mission of the Oregon Trail School District is to provide students with access to rigorous, relevant, robust, and reliable educational experiences. The decisions students make regarding their personal health will either support or hinder their ability to graduate prepared for the demands of college, career, and life.

As each student shapes their own personal values and beliefs about healthy behaviors, the role of public schools in Oregon is to provide medically accurate and balanced information that is age-appropriate and inclusive.

Each school district in Oregon is responsible for developing a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health Instructional Program. The CSEP is approved by each school district's local school board prior to implementation.

The OTSD Comprehensive Sexual Education Plan (CSEP) has been developed in compliance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

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

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

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

Effective health teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice and maintain health enhancing behaviors. Content standards, adopted by the State Board of Education, include concepts, accessing information, self-management, analyzing influences, interpersonal communication, goal setting, decision-making and advocacy.

This human sexuality instruction emphasizes abstinence. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and inclusive as determined by the Oregon Department of Education.

Each grade level states specific content standards regarding human sexuality taken from grade level bands of standards from ODE (Grades K-2, 3-5, 6-8, 9-12).

Introduction

The Oregon Trail School District created this districtwide Comprehensive Sexuality Education Plan, K-12 in compliance with State of Oregon Division 22, OAR 581-022-1440 and ORS 336.455 which require that each public school teach comprehensive, age-appropriate, medically accurate sexuality education, and provide instruction on child abuse prevention, healthy relationships, and goal setting.

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

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

In 2015, SB 79 on Cardiopulmonary Resuscitation (CPR) Instruction for grades 7-12, SB 790 on Domestic Violence Education for grades 7-12, and SB 856 on Sex Abuse Prevention Instruction for grades K-12 were added to include new components for compliance in school districts across the state of Oregon. SB 79 required that students in grades 7-12 receive instruction in CPR and the use of Automated External Defibrillators (AEDs) facilitated by training developed by the American Heart Association and the American Red Cross. 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. ODE will provide districts with posters providing free hotline telephone numbers students may access, and the board will adopt policies requiring the posting of signs in clearly visible locations within schools. SB 856 requires that boards must adopt a child sexual abuse prevention instructional program for grades K-12. That program must have a minimum of 4 instructional sessions (one session is understood as one class period) per school year, include age-appropriate curriculum, professional training components for administrators, teachers, and staff, and include a parental involvement component to inform parents about child sexual abuse topics.

In 2015, the National Health Education Standards were revised from the 1995 standards. Some of the changes included the addition of one more standard (from 7 to 8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This national work impacted ODE, and as a result, new state health standards were approved in late 2016.

The Oregon Department of Education adopted the Comprehensive Health Standards in 2016 to be used by public school districts. The 2016 standards for each grade level are:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

In addition to these 8 standards each grade level has age-appropriate performance indicators for each standard.

The Health Standards can be clustered into nine strands or categories listed below. The five strands that are emphasized in **bold** each contain some standards that are in one or more of the grade level groupings that comprise the standards to be included in a Comprehensive Sexuality Education Plan.

- **Alcohol, Tobacco and Other Drug Prevention**
- **Prevention and Control of Disease**
- Promotion of Environmental Health
- Promotion of Healthy Eating
- **Promotion of Mental, Social and Emotional Health**
- Promotion of Physical Activity
- **Promotion of Sexual Health**
- Unintentional Injury Prevention
- **Violence and Suicide Prevention**

Course Descriptions

Content Standard Strands by Grade Level

KINDERGARTEN

FIRST GRADE

SECOND GRADE

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

SIXTH GRADE

SEVENTH GRADE

EIGHTH GRADE

HIGH SCHOOL HEALTH 9

HIGH SCHOOL HEALTH 10

STANDARDS ADDRESSED: KINDERGARTEN GRADE LEVEL

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
K	Explain ways to prevent communicable and non-communicable disease and understand the difference	Classroom Teacher
K	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
K	Share strategies for preventing the spread of communicable disease to others.	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
K	Describe prosocial behaviors within healthy relationships.	Classroom Teacher/School Counselor
K	Recognize diversity among <u>all</u> people.	Classroom Teacher
K	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.	Classroom Teacher
K	Describe different emotions and internal/external influences on emotions.	Classroom Teacher
K	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.	Classroom Teacher
K	Describe differences and similarities in how boys and girls may be expected to act and provide examples of cultural influences on the way youth act.	Classroom Teacher
	Violence and Suicide Prevention	
K	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.	Classroom Teacher
K	Demonstrate how to respond and report if someone is bullying, harassing, or teasing	Classroom Teacher

	<p>Promotion of Sexual Health</p>	
<p>K</p>	<p>Explain the difference between appropriate touch and inappropriate touch.</p>	<p>Classroom Teacher and</p>
<p>K</p>	<p>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</p>	<p>Licensed School Counselor</p> <p>4 times per year</p>
<p>K</p>	<p>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.</p>	
<p>K</p>	<p>Practice and use refusal skills if someone is touching you inappropriately.</p>	

FIRST GRADE

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
1	Explain ways to prevent communicable and non-communicable disease and understand the difference.	Classroom Teacher
1	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
1	Share strategies for preventing the spread of communicable disease to others.	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
1	Describe pro-social behaviors within healthy relationships.	Classroom Teacher/School Counselor
1	Recognize diversity among <u>all</u> people	Classroom Teacher
1	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.	Classroom Teacher
1	Describe different emotions and internal/external influences on emotions.	Classroom Teacher
1	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.	Classroom Teacher
1	Describe differences and similarities in how boys and girls may be expected to act and provide examples of cultural influences on the way youth act.	Classroom Teacher
	Violence and Suicide Prevention	
1	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.	Classroom Teacher
1	Explain how helpful and hurtful messages in media and technology can influence.	Classroom Teacher

1	Demonstrate how to respond and report if someone is bullying, harassing or teasing	Classroom Teacher
1	Demonstrate the steps of problem solving, anger management, and impulse control.	Classroom Teacher
1	Set a goal to engage in positive, helpful behaviors.	Classroom Teacher
1	Demonstrate ways to prevent violence and unsafe situations.	Classroom Teacher
	Promotion of Sexual Health	
1	Explain the difference between appropriate touch and inappropriate touch.	Classroom Teacher and Licensed School Counselor 4 times per year
1	Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.	
1	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.	
1	Practice and use refusal skills if someone is touching you inappropriately.	

SECOND GRADE

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
2	Explain ways to prevent communicable and non-communicable disease and understand the difference.	Classroom Teacher
2	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
2	Share strategies for preventing the spread of communicable disease to others.	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
2	Describe pro-social behaviors within healthy relationships.	Classroom Teacher/School Counselor
2	Recognize diversity among <u>all</u> people	Classroom Teacher
2	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.	Classroom Teacher
2	Describe different emotions and internal/external influences on emotions.	Classroom Teacher
2	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.	Classroom Teacher
2	Describe differences and similarities in how boys and girls may be expected to act and provide examples of cultural influences on the way youth act.	Classroom Teacher
	Violence and Suicide Prevention	
2	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.	Classroom Teacher
2	Explain how helpful and hurtful messages in media and technology can influence.	Classroom Teacher

2	Demonstrate how to respond and report if someone is bullying, harassing or teasing	Classroom Teacher
2	Demonstrate the steps of problem solving, anger management, and impulse control.	Classroom Teacher
2	Set a goal to engage in positive, helpful behaviors.	Classroom Teacher
2	Demonstrate ways to prevent violence and unsafe situations.	Classroom Teacher
	Promotion of Sexual Health	
2	Explain the difference between appropriate touch and inappropriate touch.	Classroom Teacher and Licensed School Counselor 4 times per year
2	Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.	
2	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.	
2	Practice and use refusal skills if someone is touching you inappropriately.	

THIRD GRADE

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
3	Explain ways to prevent communicable and non-communicable disease and understand the difference.	Classroom Teacher
3	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
3	Share strategies for preventing the spread of communicable disease to others.	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
3	Describe pro-social behaviors within healthy relationships.	Classroom Teacher/School Counselor
3	Recognize diversity among <u>all</u> people	Classroom Teacher
3	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.	Classroom Teacher
3	Describe different emotions and internal/external influences on emotions.	Classroom Teacher
3	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.	Classroom Teacher
3	Describe differences and similarities in how boys and girls may be expected to act and provide examples of cultural influences on the way youth act.	Classroom Teacher
	Violence and Suicide Prevention	
3	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.	Classroom Teacher
3	Explain how helpful and hurtful messages in media and technology can influence.	Classroom Teacher

3	Demonstrate how to respond and report if someone is bullying, harassing or teasing	Classroom Teacher
3	Demonstrate the steps of problem solving, anger management, and impulse control.	Classroom Teacher
3	Set a goal to engage in positive, helpful behaviors.	Classroom Teacher
3	Demonstrate ways to prevent violence and unsafe situations.	Classroom Teacher
	Promotion of Sexual Health	
3	Explain the difference between appropriate touch and inappropriate touch.	Classroom Teacher and Licensed School Counselor 4 times per year
3	Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.	
3	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.	
3	Practice and use refusal skills if someone is touching you inappropriately.	

FOURTH GRADE

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
4	Differentiate between communicable and non-communicable disease.	Classroom Teacher
4	Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
4	Recognize the importance of healthy body systems and how each contributes to personal health.	Classroom Teacher
4	Identify examples of communicable and noncommunicable disease.	Classroom Teacher
4	Describe how each body system contributes to personal health.	Classroom Teacher
4	Demonstrate effective health care practices.	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
4	Describe how pro-social behaviors help to build and maintain healthy relationships.	Classroom Teacher/School Counselor
4	Identify people to talk with about social/emotional needs and relationships.	Classroom Teacher/School Counselor
4	List characteristics that contribute to a healthy self-image.	Classroom Teacher
4	Demonstrate verbal and nonverbal, prosocial communication.	Classroom Teacher
4	Recognize diversity among <u>all</u> people .	Classroom Teacher
4	Demonstrate prosocial behaviors including respect for self and others.	Classroom Teacher

4	Verbally and nonverbally communicate respect for diversity.	Classroom Teacher
4	Advocate respect for diversity.	Classroom Teacher
	Violence and Suicide Prevention	
4	Recognize bullying and cyberbullying behavior and what to do in a bullying situation.	Classroom Teacher/School Counselor
4	Demonstrate safe ways to respond to bullying and cyberbullying.	Classroom Teacher/School Counselor
4	Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.	Classroom Teacher/School Counselor
4	Recognize the importance of problem solving, anger management steps, and impulse control.	Classroom Teacher/School Counselor
4	Describe child abuse reporting law.	Classroom Teacher/School Counselor
	Promotion of Sexual Health	
4	Describe physical, social, and emotional changes that occur during puberty.	Classroom Teacher
4	Recognize female and male reproductive systems including reproductive anatomy and function.	Classroom Teacher
4	Recognize that puberty prepares female and male reproductive system for the potential to reproduce.	Classroom Teacher
4	Identify people at home, school or in the community who can provide medically accurate information about puberty.	Classroom Teacher
4	Identify medically accurate information about female and male anatomy.	Classroom Teacher

4	Recognize sexual harassment and sexual abuse	Classroom Teacher and Licensed School Counselor
4	Identify trusted adults to report sexual harassment or sexual abuse	4 times per year
4	Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.	
4	Practice and use refusal skills	

FIFTH GRADE

Grade	Strand	Responsible Person
	Prevention and Control of Disease	
5	Differentiate between communicable and non-communicable disease.	Classroom Teacher
5	Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.	Classroom Teacher
5	Recognize the importance of healthy body systems and how each contributes to personal health.	Classroom Teacher
5	Identify examples of communicable and non-communicable disease.	Classroom Teacher
5	Describe how each body system contributes to personal health.	Classroom Teacher
5	Demonstrate effective health care practices.	Classroom Teacher
5	Encourage effective health care practices at home and school	Classroom Teacher
	Promotion of Mental, Social and Emotional Health	
5	Describe how pro-social behaviors help to build and maintain healthy relationships.	Classroom Teacher/School Counselor
5	Identify people to talk with about social/emotional needs and relationships.	Classroom Teacher/School Counselor
5	List characteristics that contribute to a healthy self-image.	Classroom Teacher
5	Demonstrate verbal and nonverbal, prosocial communication.	Classroom Teacher
5	Identify personal characteristics that reflect a healthy self-image	Classroom Teacher

5	Recognize diversity among <u>all</u> people	Classroom Teacher
5	Demonstrate prosocial behaviors including respect for self and others.	Classroom Teacher
5	Verbally and nonverbally communicate respect for diversity.	Classroom Teacher
5	Advocate respect for diversity	Classroom Teacher
	Violence and Suicide Prevention	
5	Recognize bullying and cyberbullying behavior and what to do in a bullying situation.	Classroom Teacher/School Counselor
5	Identify how to report unsafe situations to trusted adults.	Classroom Teacher/School Counselor
5	Demonstrate safe ways to respond to bullying and cyberbullying.	Classroom Teacher/School Counselor
5	Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.	Classroom Teacher/School Counselor
5	Advocate for a safe school environment.	Classroom Teacher/School Counselor
5	Recognize the importance of problem solving, anger management, and impulse control in violence prevention.	Classroom Teacher/School Counselor
5	Demonstrate problem solving, anger management, and impulse control.	Classroom Teacher/School Counselor
	Promotion of Sexual Health	
5	Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.	Classroom Teacher
5	Advocate for choosing abstinence	Classroom Teacher
5	Describe physical, social, and emotional changes that occur during puberty.	Classroom Teacher
5	Identify health care practices related to physical changes during puberty.	Classroom Teacher

5	Recognize female and male reproductive systems including reproductive anatomy and function.	Classroom Teacher
5	Describe physical changes related to reproduction, including menstruation.	Classroom Teacher
5	Identify sexual orientation as the romantic attraction to someone of different or same gender.	Classroom Teacher
5	Identify trusted adults to seek out information about sexual orientation and healthy sexuality.	Classroom Teacher
5	Demonstrate respect for self and others.	Classroom Teacher
5	Identify HIV and methods of transmission.	Classroom Teacher
5	Identify how culture, media, and technology influence our ideas about healthy relationships.	Classroom Teacher
5	Describe the characteristics of a healthy relationship.	Classroom Teacher
5	Identify influences that encourage young people to be abstinent.	Classroom Teacher
5	Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.	Classroom Teacher
5 5 5 5	Recognize sexual harassment and sexual abuse Identify trusted adults 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	Classroom Teacher and Licensed School Counselor 4 times per year

SIXTH GRADE

Grade	Strand		Person Responsible
	ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION		
6	Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior		Classroom Teacher
6	Analyze the short and long term effects of drug using the decision making model.		Classroom Teacher
	PREVENTION AND CONTROL OF DISEASE		
6	Identify the differences between communicable and non-communicable diseases.		Classroom Teacher
6	Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.		Classroom Teacher
6	Demonstrate personal health care practices that prevent the spread of communicable disease.		Classroom Teacher
	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		
6	Identify home, school, and community resources for mental and emotional health concerns.		Classroom Teacher
6	Explain how to build and maintain healthy family, peer, and dating relationships.		Classroom Teacher
6	Demonstrate effective communication skills that encourage healthy relationships.		Classroom Teacher
6	Make decisions that enhance or establish healthy relationships.		Classroom Teacher
6	Use a decision making model to avoid or refuse addictive substances and/or behaviors.		Classroom Teacher
6	Advocate for healthy communication skills within relationships.		Classroom Teacher
6	Identify qualities that contribute to a healthy self-image		Classroom Teacher

6	Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Classroom Teacher
6	Set goals around increasing healthy self-image.		Classroom Teacher
6	Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.		Classroom Teacher
6	Demonstrate appropriate ways to respect and include others who are different from you.		Classroom Teacher
6	Advocate respect for diversity.		Classroom Teacher
6	Identify how to manage emotions during adolescence.		Classroom Teacher
6	Identify home, school and community resources for mental and emotional health concerns.		Classroom Teacher
6	Describe law for reporting child abuse.		Classroom Teacher
6	Identify home, school, and community resources for reporting child abuse.		Classroom Teacher
6	PROMOTION OF SEXUAL HEALTH		Classroom Teacher
6	Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.		Classroom Teacher
6	Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.		Classroom Teacher
6	Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.		Classroom Teacher
6	Describe physical, social, and emotional changes that occur during puberty.		Classroom Teacher
6	Identify medically accurate sources of information about puberty, development and sexuality.		Classroom Teacher
6	Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.		Classroom Teacher

6	Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Classroom Teacher
6	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, and dating violence.	4 x per yr	Classroom Teacher/School Counselor
6	Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.		Classroom Teacher
6	Demonstrate ways they can respond when someone is being bullied or harassed.		Classroom Teacher
6	Explain how to promote safety, respect, awareness and acceptance.		Classroom Teacher
6	Compare and contrast the characteristics of healthy and unhealthy relationships.		Classroom Teacher
6	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.		Classroom Teacher
6	Advocate for school policies and programs that promote dignity and respect for all.		Classroom Teacher
6	Advocate for the promotion of empathy for individual differences.		Classroom Teacher
6	Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.		Classroom Teacher
6	Demonstrate the steps to using a condom.		Classroom Teacher
6	Analyze how friends, family, media, society and culture can influence self-concept and body image.		Classroom Teacher
6	Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.		Classroom Teacher
	VIOLENCE AND SUICIDE PREVENTION		
6	Explain prosocial behaviors.		Classroom Teacher

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

SEVENTH/EIGHTH GRADE

Grade	Strand	Frequency	Responsible Person
	PREVENTION AND CONTROL OF DISEASE		
7/8	Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.		Classroom Teacher
7/8	Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.		Classroom Teacher
	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		
7/8	Identify different types of addictive behaviors, including drug use and problem gambling.		Classroom Teacher
7/8	Explain how to build and maintain healthy family, peer, and dating relationships.		Classroom Teacher
7/8	Describe law for reporting child abuse.		Classroom Teacher
7/8	Identify home, school and community resources for mental and emotional health concerns.		Classroom Teacher
7/8	Identify school and community resources that provide support for addictive behaviors.		Classroom Teacher
7/8	Identify school and community resources for reporting child abuse.		Classroom Teacher
7/8	Demonstrate appropriate ways to respect and include others who are different from you.		Classroom Teacher
7/8	Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Classroom Teacher
7/8	Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.		Classroom Teacher
7/8	Use a decision making model to avoid or refuse addictive substances and/or behaviors.		Classroom Teacher

7/8	Advocate respect for diversity.		Classroom Teacher
	PROMOTION OF SEXUAL HEALTH		
7/8	Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.		Classroom Teacher
7/8	Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.		Classroom Teacher
7/8	Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.		Classroom Teacher
7/8	Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.		Classroom Teacher
7/8	Describe gender roles, gender identity and sexual orientation within healthy sexuality.		Classroom Teacher
7/8	Differentiate between biological sex, sexual orientation, and gender identity and expression.		Classroom Teacher
7/8	Define sexual intercourse and its relationship to human reproduction.		Classroom Teacher
7/8	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, and dating violence.	4 x per yr	Classroom Teacher/School Counselor
7/8	Describe a range of ways people express affection within various types of relationships.		Classroom Teacher
7/8	Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.		Classroom Teacher
7/8	Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.		Classroom Teacher
7/8	Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy, and		Classroom Teacher

7/8	STD/HIV/Hepatitis B and C testing, and contraception.		Classroom Teacher
7/8	Identify medically accurate sources of information about puberty, development and sexuality.		Classroom Teacher
7/8	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.		Classroom Teacher
7/8	Identify medically accurate information about STDs, HIV, and Hepatitis B and C.		Classroom Teacher
7/8	Demonstrate the steps to using a condom.		Classroom Teacher
7/8	Explain how to promote safety, respect, awareness and acceptance.		Classroom Teacher
7/8	Explain the criteria for evaluating the health of a relationship.		Classroom Teacher
7/8	Analyze the role of alcohol and other drug use in sexual violence-related situations.		Classroom Teacher
7/8	Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.		Classroom Teacher
7/8	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practices.		Classroom Teacher
7/8	Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Classroom Teacher
7/8	Set a personal goal to avoid an unintended pregnancy.		Classroom Teacher
7/8	Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.		Classroom Teacher
7/8	Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.		Classroom Teacher

7/8	Advocate for school policies and programs that promote dignity and respect for all.		Classroom Teacher
7/8	Advocate for the promotion of empathy for individual differences.		Classroom Teacher
	VIOLENCE AND SUICIDE PREVENTION		
7/8	Describe the differences between physical, verbal, relational, sexual, and dating violence.		Classroom Teacher
7/8	Identify that media and technology may contain violent messages and images.		Classroom Teacher
7/8	Identify reporting process within school setting.		Classroom Teacher
7/8	Demonstrate effective ways to promote respect for self and others.		Classroom Teacher
7/8	Demonstrate a variety of clear communication skills to report dangerous situations.		Classroom Teacher
7/8	Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.		Classroom Teacher
7/8	Set a personal goal to prevent and stop violence (including bullying and cyberbullying).		Classroom Teacher
7/8	Set personal media and technology viewing goals.		Classroom Teacher
7/8	CPR & AED Training		Classroom Teacher

Grade	Strand	Frequency	Responsible Person
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NINETH GRADE

	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		
HS 9	Explain how to build and maintain healthy family and peer relationships.		Health Teacher
HS 9	Identify resources at home, school, and in the community for managing family and healthy relationships.		Health Teacher
HS 9	Analyze how personal, family, and cultural values influence healthy behaviors.		Health Teacher
HS 9	Describe qualities that contribute to a healthy self-image.		Health Teacher
HS 9	Identify influences, peer, family, community and media that contribute to a healthy self-image.		Health Teacher
HS 9	Advocate for healthy communication skills within relationships.		Health Teacher
HS 9	Classify personal stressors at home, in school and community.		Health Teacher
HS 9	Practice strategies for managing and reducing stress, anger, and conflict.		Health Teacher
HS 9	Set a goal to reduce/cope with life stressors in a health enhancing way.		Health Teacher
HS 9	Describe law for reporting child abuse.		Health Teacher
HS 9	Identify resources at school and in the community for reporting child abuse.		Health Teacher
HS 9	Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.		Health Teacher
HS 9	Advocate respect for diversity.		Health Teacher
HS 9	Describe how social environments affect health and well-being.		Health Teacher
HS 9	Identify the social environments that influence health and well-being.		Health Teacher

HS 9	Explain the causes, effects and symptoms of depression, including suicide and psychosis.		Health Teacher
HS 9	Identify school and community resources that can help a person who is depressed or contemplating suicide.		Health Teacher
	PREVENTION AND CONTROL OF DISEASE		
HS 9	Describe strategies for preventing communicable diseases and early detection of non-communicable diseases.		Health Teacher
HS 9	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.		Health Teacher
HS 9	Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
	PROMOTION OF SEXUAL HEALTH <i>(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)</i>		
HS 9	Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy.		Health Teacher
HS 9	Describe physical, social, and emotional changes during the transition from adolescence to adulthood.		Health Teacher
HS 9	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.		Health Teacher
HS 9	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.		Health Teacher
HS 9	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex.		Health Teacher

HS 9	Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.		Health Teacher
HS 9	Use the decision making process to make healthy choices around sexual health.		Health Teacher
HS 9	Explain how to promote safety, respect, awareness and acceptance.		Health Teacher
HS 9	Describe the impact of alcohol and other drug use on sexual decision-making.		Health Teacher
HS 9	Describe a range of ways to express affection with healthy relationships.		Health Teacher
HS 9	Demonstrate an understanding of “consent” through effective communication skills.		Health Teacher
HS 9	Set a personal goal to treat partners with respect and to be treated with respect.		Health Teacher
HS 9	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.		Health Teacher
HS 9	Explain how media can influence one’s beliefs about what constitutes a healthy relationship.		Health Teacher
HS 9	Describe strategies for preventing communicable diseases (and early detection of non-communicable diseases).		Health Teacher
HS 9	Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.		Health Teacher
HS 9	Explain how to access local STD and HIV testing and treatment services.		Health Teacher
HS 9	Analyze individual responsibility about testing for and informing partners about STDs and HIV status.		Health Teacher
HS 9	Demonstrate skills to communicate about STD and HIV prevention and testing.		Health Teacher
HS 9	Identify school and community resources that support early detection.		Health Teacher

HS 9	Set a goal to practice strategies for preventing communicable and non-communicable diseases.		Health Teacher
HS 9	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.		Health Teacher
HS 9	Demonstrate how to perform self-exams with anatomical models.		Health Teacher
HS 9	Set a personal goal to avoid an unintended pregnancy.		Health Teacher
HS 9	Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.		Health Teacher
HS 9	Demonstrate the steps to using a condom correctly.		Health Teacher
HS 9	Advocate for using sexual protection if having sex.		Health Teacher
	VIOLENCE AND SUICIDE PREVENTION		
HS 9	Interpret school policy related to bullying, cyberbullying, harassment, and intimidation.		Health Teacher
HS 9	Examine how violence, aggression bullying, cyber- bullying and harassment affect health and safety.		Health Teacher
HS 9	Identify the reporting process within the school setting and describe where and when to report dangerous situations.		Health Teacher
HS 9	Demonstrate pro-social communication skills.		Health Teacher
HS 9	Differentiate between prosocial and antisocial words and actions in the media.		Health Teacher
HS 9	Demonstrate the ability to take the perspective of others in a conflict situation.		Health Teacher
HS 9	Advocate for a safe and civil environment to foster student learning and achievement.		Health Teacher
HS 9	Describe how alcohol and other drug use can affect decision-making and influence violence.		Health Teacher
HS 9	Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation.		Health Teacher

HS 9	Use the decision making process to comply with federal, state and local laws intended to prevent violence.		Health Teacher
HS 9	Domestic Violence		Health Teacher
HS 9	Child Sexual Abuse Prevention	4 x per yr	Health Teacher/School Counselor
HS 9	CPR & AED Training		Health Teacher

TENTH GRADE

Grade	Strand	Frequency	Responsible Person
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*Currently Health 2 (10th grade Health class) is taken Online at Sandy High School

	PREVENTION AND CONTROL OF DISEASE		
HS10	Describe strategies for preventing communicable diseases and early detection of non-communicable diseases.		Health Teacher
HS10	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.		Health Teacher
HS10	Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		
HS10	Explain how to build and maintain healthy family and peer relationships.		Health Teacher
HS10	Identify resources at home, school, and in the community for managing family and healthy relationships.		Health Teacher
HS10	Analyze how personal, family, and cultural values influence healthy behaviors.		Health Teacher
HS10	Describe qualities that contribute to a healthy self-image. Identify influences, peer, family, community and media that contribute to a healthy self-image.		Health Teacher
HS10	Advocate for healthy communication skills within relationships.		Health Teacher
HS10	Classify personal stressors at home, in school and community.		Health Teacher
HS10	Practice strategies for managing and reducing stress, anger, and conflict.		Health Teacher
HS10	Set a goal to reduce/cope with life stressors in a health enhancing way.		Health Teacher

HS10	Describe law for reporting child abuse.		Health Teacher
HS10	Identify resources at school and in the community for reporting child abuse.		Health Teacher
HS10	Advocate respect for diversity.		Health Teacher
HS10	Describe how social environments affect health and well-being.		Health Teacher
HS10	Identify the social environments that influence health and well-being.		Health Teacher
HS10	Explain the causes, effects and symptoms of depression, including suicide and psychosis.		Health Teacher
HS10	Identify school and community resources that can help a person who is depressed or contemplating suicide.		Health Teacher
HS10	Explain different signs and symptoms of addictive behaviors.		Health Teacher
HS10	Identify school and community resources that support people with addictive behaviors.		Health Teacher
HS10	Identify how to communicate to a friend or relative you think is an addict and should get support/help.		Health Teacher
	PROMOTION OF SEXUAL HEALTH <i>(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)</i>		
HS10	Describe strategies for (preventing communicable diseases and) early detection of non-communicable diseases.		Health Teacher
HS10	Identify and advocate to others the importance of screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.		Health Teacher
HS10	Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.		Health Teacher

HS10	Explain the menstrual cycle and its relationship to conception and pregnancy.		Health Teacher
HS10	Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.		Health Teacher
HS10	Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.		Health Teacher
HS10	Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.		Health Teacher
HS10	Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.		Health Teacher
HS10	Explain the laws related to reproductive and sexual health care.		Health Teacher
HS10	Analyze and Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
HS10	Differentiate between biological sex, sexual orientation, and gender identity and expression.		Health Teacher
HS10	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.		Health Teacher
HS10	Advocate for school policies and programs that promote dignity and respect for all.		Health Teacher
HS10	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.		Health Teacher
HS10	Demonstrate how to access valid information and resources about healthy and unhealthy relationships.		Health Teacher
HS10	Explain how media can influence one's beliefs about what constitutes a healthy relationship.		Health Teacher
HS10	Demonstrate effective strategies to avoid or end an unhealthy relationship.		Health Teacher

HS10	Define sexual consent and explain its implications for sexual decision- making.		Health Teacher
HS10	Domestic Violence		Health Teacher
HS10	Child Sexual Abuse Prevention		Health Teacher
	Violence and Suicide Prevention		
HS10	Demonstrate the steps of healthy communication in problem solving, anger management and impulse control.		Health Teacher
HS10	Explain the role problem solving; anger management and impulse control have on preventing violence.		Health Teacher
HS10	Advocate for the promotion of respect and empathy for individual differences.		Health Teacher
HS10	Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.		Health Teacher
HS10	Describe how to access resources when you or someone else is depressed or considering suicide.		Health Teacher
HS10	Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.		Health Teacher
HS10	Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.		Health Teacher
HS10	Practice how to report and get help when depressed or considering suicide.		Health Teacher
HS10	Practice effective communication skills for reporting dangerous situations.		Health Teacher
HS10	Describe federal, state and local laws intended to prevent violence.		Health Teacher
HS10	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.		Health Teacher
HS10	Identify public and private violence prevention resources.		Health Teacher
HS10	Explain pro-social behaviors and explain how they may prevent violence.		Health Teacher

HS10	Design an advocacy campaign for preventing violence, aggression, bullying, cyber- bullying and harassment.		Health Teacher
HS10	Differentiate between prosocial and antisocial words and actions in the media.		Health Teacher
HS10	Identify that media and technology may contain violent messages and images.		Health Teacher
HS10	CPR & AED Training		Health Teacher