

Oregon Healthy Relationships Curriculum Review Tool (Grades 6-8)

Welcome to Oregon's Healthy Relationship Curriculum Review Tool (OHRCAT) developed by the Oregon Attorneys General's Sexual Assault Task Force's (SATF) Sexual Health Work Group (SHWG). This tool is designed to facilitate evaluation of curricula based on education benchmarks in Oregon and in the United States. There are several sections within this tool that are designed to provide context to this process and enhance our common understanding of and language for healthy relationships. These include: Core Concepts, Reviewer Guidelines, and Criteria Overview.

Core Concepts

1. **"Healthy relationship"** means one in which both people feel a healthy sense of "self". Each person feels comfortable and safe when spending time with the other person. Two individuals try to meet each other's needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm. – Working definition adopted by the Oregon State Board of Education January 25, 2013 (**OAR 581-022-1440 (k)**)

2. **Enhancing this definition to reflect our practice:** The following breaks down the OAR language to reflect the practice and values of the SHWG.
 - 1) Both people feel a healthy sense of "self"
 - a) Including the ability to be one's authentic self.
 - 2) Each person feels comfortable and safe when spending time with the other person.
 - a) This includes the "CERTS" values of equality, mutual respect, trust, safety, and therefore consent.
 - 3) Two individuals try to meet each other's needs
 - 4) Each can ask for help and support, within and outside of the relationship without fear of criticism or harm.
 - a) We take this to mean without fear of criticism, shaming, or belittling.
 - b) Positively framed, we take this to include open and honest communication, and to include both pursuing and ending a relationship in a healthy way.

3. **Connections** – between "healthy relationships" education, "comprehensive sexuality education," and "health education" overall.
 - a. **Health Education & Healthy Relationships Programming:** Healthy relationships depend on the health of the participants: healthy people have the knowledge, skills and resources to form healthy relationships. Therefore, healthy relationships programming is built on the foundation of overall health education. For example,

understanding and resisting addictions and substance abuse promotes healthy relationships, but is not a core part of healthy relationships programming. Substance abuse may come up during healthy relationships education, as a risk factor for violence perpetration and also may be a manifestation of victim trauma. In those cases, the discussion will refer to and build on information and skills gained in the broader health education classes.

- b. Comprehensive Sexuality Education & Healthy Relationships Programming:** Healthy relationships programming includes the pieces of comprehensive sexuality education that relate to the sexual aspect of a relationship. Learning about the physical, social and emotional changes that occur during puberty, and how to avoid STDs and unintended pregnancy are part of CSE. This is important information that participants bring to their relationships, but is not taught as part of healthy relationships programming. Healthy relationships programming may build on this knowledge by discussing how self-image is portrayed by family, friends and media, or the role of consent and healthy boundaries in making decisions about sexual activity.

- 4. SHWG Key Elements of an Effective Healthy Relationships Curriculum:** While most of these are incorporated in the criteria from the Oregon Benchmarks and/or HECAT, there are 3 that we checked to be sure came forward as overarching considerations:

- a. Sex positivity; celebrates healthy sexuality, no fear-based information.** This is reflected in the OAR, section (8), which reads (emphasis added):

*(8) All human sexuality education programs shall emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only method that is 100 percent effective against unintended pregnancy, HIV infection (when transmitted sexually), hepatitis B/C infection, and other sexually transmitted infections and diseases. Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, sexually transmitted infections and diseases, and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing, ignoring or stigmatizing those students who have had or are having sexual relationships. **Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.** [emphasis added]*

- b. Acknowledges the needs of marginalized populations (prioritizes/affirms equity)**
- c. Considers & respects culture; cultural responsiveness in program creation and delivery.** The emphasis here is to stress that the comfort with the material of the person teaching is as important as the material itself.

Reviewer Guidelines

The Prevention and Education Subcommittee (PEC) of the Oregon Attorney General's Sexual Assault Task Force expect reviewers to meet the following guidelines for reviewing curricula using this tool. Reviewers:

1. Read and be familiar with PEC position papers, including: "Primary Prevention of Sexual Violence," "Promoting Healthy Sexuality as Sexual Violence Prevention," and "Intersections of Oppression and Sexual Violence" prior to reviewing curricula with this tool.
2. Understand that healthy relationships and sexual health promotion are violence prevention.
3. Assume that the people using this tool do not have a back ground in this field.
4. Assume that the curricula are self-contained – nothing will be added or subtracted when delivering the curriculum. Each review reflects the standards met within a curriculum, without additions.

The Criteria

1. The curriculum review criteria were pulled from several sources including:
 - **Oregon Health Education Standards and Performance Indicators (OHESAPI)** – Oregon's Health Education Standards and Performance Indicators (HE) for 6th, 7th, and 8th grades.
 - **SATF Sexual Health Work Group** – Extra Criterion Based on SHWG Key Elements for Healthy Relationships and Sexuality Education
 - **Nation-wide education benchmarks** – The Center for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT) Violence Prevention, Sexual Health, and Healthy Behavior Outcomes modules.

2. Key to Criteria Abbreviations:

Each criteria has a label that describes the source from which it comes (CSE Benchmarks & Standards; HECAT; Sexual Health Work Group Key Elements) and the standard to which it refers (HECAT = number 1-8, HE = CC, AI, etc.). Abbreviations also describe which module the criteria has been drawn from (see table below). HE Benchmarks were numbered in order to track them with unique identifiers in the review process. When a performance indicator is bolded, this signifies that indicator is part of Oregon statute or rule, meaning there is policy connected to it, and is therefore an essential part of a program. These abbreviations can also be found in the footer section throughout the document.

Abbreviation	Source	Module(s)
HE.1	OHESAPI	Core Concepts
HE.2	OHESAPI	Analyzing Influences (INF)
HE.3	OHESAPI	Accessing Information (AI)
HE.4	OHESAPI	Interpersonal Communication (IC)
HE.5	OHESAPI	Decision Making (DM)
HE.6	OHESAPI	Goal Setting (GS)
HE.7	OHESAPI	Self-Management (SM)
HE.8	OHESAPI	Advocacy (AV)
EC	SHWG	Extra Criterion based on “Key Elements”
V	HECAT	Violence Prevention
SH	HECAT	Sexual Health
(HBO)	HECAT	Healthy Behavior Outcomes (see below)

Examples:

HE.5.7.9 = There are four parts of each Oregon performance indicator number: HE (for health), a number signifying the corresponding standard, a number corresponding to grade level, then the number of the standard. So this performance indicator means that it is a health indicator (connected to statute/rule, as it is bold) for standard 5: decision making, for 7th grade, and it is the 9th indicator in this category.

V1.8.1. = Means this is the first Standard 1 criterion pulled from the HECAT Violence Prevention module for 6-8th graders (**V**iolence Prevention, Standard **1**, by **8**th Grade, **1**st criterion).

CURRICULUM REVIEW FORMS

Accuracy Analysis Chart: Use this form to record any inaccuracies in the curriculum. Make additional copies, as needed.

Acceptability Analysis Chart: Use this form to record any items that are not aligned with SHWG Key Elements or with your community norms. Make additional copies, as needed.

Healthy Relationships Curriculum Review Summary Score Sheet: Use this form to capture individual Standard numerical scores.

Standard 1-8 Individual Score Sheets: Use these to record whether the criteria are present in the curriculum and (except for Standard 1) whether the curriculum provides students with skills development opportunities.

Key: MSEH= Mental, Social, Emotional Health (CSE); SH = Sexual Health (CSE); VSP = Violence & Suicide Prevention (CSE); EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.

Accuracy Analysis Chart

Reviewer Name:

Curriculum Name:

Page in the curriculum	Describe the errors	Indicate the degree of difficulty to correct the errors	Describe what needs to be done to correct the errors	Is the correction costly?
		___ Very difficult ___ Difficult ___ Easy ___ Very easy		___ Yes ___ No
		___ Very difficult ___ Difficult ___ Easy ___ Very easy		___ Yes ___ No
		___ Very difficult ___ Difficult ___ Easy ___ Very easy		___ Yes ___ No
		___ Very difficult ___ Difficult ___ Easy ___ Very easy		___ Yes ___ No
		___ Very difficult ___ Difficult ___ Easy ___ Very easy		___ Yes ___ No

Key: MSEH= Mental, Social, Emotional Health (CSE); SH = Sexual Health (CSE); VSP = Violence & Suicide Prevention (CSE); EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.

Acceptability Analysis Chart

Reviewer Name:

Curriculum Name:

Page in the curriculum	Describe the unacceptable information	Indicate the degree of unacceptability	Describe what needs to be done to correct the problem	Indicate the degree of difficulty to correct
		___ Serious ___ Minor		___ Very difficult ___ Difficult ___ Easy ___ Very easy
		___ Serious ___ Minor		___ Very difficult ___ Difficult ___ Easy ___ Very easy
		___ Serious ___ Minor		___ Very difficult ___ Difficult ___ Easy ___ Very easy
		___ Serious ___ Minor		___ Very difficult ___ Difficult ___ Easy ___ Very easy
		___ Serious ___ Minor		___ Very difficult ___ Difficult ___ Easy ___ Very easy

Key: MSEH= Mental, Social, Emotional Health (CSE); SH = Sexual Health (CSE); VSP = Violence & Suicide Prevention (CSE); EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.

Healthy Relationships Curriculum Summary Score Sheet

Curriculum Title:

Date of Review:

Your Name:

Use this form to capture the final scores from the individual pages that follow.

Standard 1: Core Concepts (Knowledge Assessment)	
Standard 2: Analyzing Influences (Skill Assessment)	
Standard 2: Analyzing Influences (Student Skill Practice)	
Standard 3: Accessing Information (Skill Assessment)	
Standard 3: Accessing Information (Student Skill Practice)	
Standard 4: Interpersonal Communication (Skill Assessment)	
Standard 4: Interpersonal Communication (Student Skill Practice)	
Standard 5: Decision Making (Skill Assessment)	
Standard 5: Decision Making (Student Skill Practice)	
Standard 6: Goal Setting (Skill Assessment)	
Standard 6: Goal Setting (Student Skill Practice)	
Standard 7: Self-Management (Skill Assessment)	
Standard 7: Self-Management (Student Skill Practice)	
Standard 8: Advocacy (Skill Assessment)	
Standard 8: Advocacy (Student Skill Practice)	

Notes:

STANDARD 1 (Knowledge Assessment)

Standard 1 Focuses on Core Concepts (CC) & is the only standard focused solely on knowledge.

After implementing this curriculum, are students (Grades 6-8) able to comprehend concepts important to promoting healthy relationships?

Check the box next to each healthy relationships/sexual health related knowledge expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Discuss how to build and maintain healthy family, peer, and dating relationships. (HE.1.6.32/HE.1.7.34/HE.1.8.34)**
- Identify personal stressors at home, in school and community and strategies to reduce stress. (HE.1.6.54/HE.1.7.57/HE.1.8.60)
- Explain the roles of problem-solving, anger management and impulse control have on preventing violence. (HE.1.6.56/HE.1.7.59/HE.1.8.62)
- Examine diversity among people, including age, disability national origin, race, ethnicity, color, marital status, sex, sexual orientation gender identity and expression. (HE.1.6.24/HE.1.7.25/HE.1.8.25)**
- Explain the differences between biological sex, sexual orientation, and gender identity and expression. (HE.1.6.21/HE.1.7.22/HE.1.8.22)**
- Explain gender roles, gender identity, and sexual orientation across cultures. (HE.1.6.23/HE.1.7.24/HE.1.8.24)**
- Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance. (HBO 7) (SH1.8.33)
- Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (HBO 7) (SH1.8.34)

Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes. (HE.1.6.33/HE.1.7.35/HE.1.8.35) (HBO 3, 4 & 7) (V1.8.14)

Identify physical, emotional, and social effects of sexual activity. (HE.1.8.49)

Describe the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7) (SH1.8.13)

Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence [to perpetrators, victims and bystanders]. (HE.1.8.50)

Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. (HE.1.6.30/HE.1.7.32/HE.1.8.32)

Recognize and describe techniques that are used to coerce or pressure someone to have sex. (HBO 4) (V1.8.16) (HBO 2, 5 & 6) (SH1.8.14)

Explain that acquaintance rape and sexual assault are illegal. (HBO 4) (V1.8.17)

Compare and contrast the characteristics of healthy and unhealthy relationships. (HE.1.8.27)

Define the characteristics of healthy and unhealthy relationships. (HE.1.6.26/HE.1.7.27) (HBO 1) (SH1.8.1)

Describe/Discuss a range of ways people express affection within various types of relationships. (HE.1.7.29/HE.1.8.29)

Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. (HE.1.6.35/HE.1.7.37/HE.1.8.37)

Explain sexual intercourse and its relationship to human reproduction. (HE.1.6.25/HE.1.7.26/HE.1.8.26)

Explain why everyone has the right to say who touches their body and how. (HE.1.7.28/HE.1.8.28)

- Identify that everyone has the right to say who touches their body and how. (HE.1.6.27)**
- Define/Discuss consent as a freely given yes. (HE.1.6.41/HE.1.7.43/HE.1.8.44)**
- Describe how consent is a foundational principle in healthy sexuality and violence prevention. (HE.1.6.42)**
- Discuss how affirmative consent mitigates confusion within a sexual relationship. (HE.1.7.44)**
- Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. (HE.1.8.45)**
- Describe/Discuss why no one has that right to touch anyone else without giving and receiving consent. (HE.1.6.43/HE.1.7.45/HE.1.8.46)**
- Explain why a person who has been raped or sexually assaulted is not at fault. (HE.1.6.44/HE.1.7.46/HE.1.8.47)**
- Explain pro-social behaviors that help prevent violence. (HBO 3 & 4)(V1.8.11)**
- Identify/Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. (HE.1.6.28/HE.1.7.30/HE.1.8.30)**
- Discuss the potential impacts of power differences such as age, status, or position, within relationships, including friendships. (HE.1.6.40/HE.1.7.42/HE.1.8.42)**
- Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). (HBO 3 & 4) (V1.8.12) ((HE.1.6.31/HE.1.7.33/HE.1.8.33))**
- Describe the advantages and disadvantages of communicating within relationships, using technology and social media. (HE.1.6.29/HE.1.7.31/HE.1.8.31)**

Demonstrate/Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. (HE.1.6.9/HE.1.7.9/HE.1.8.9)

Explain safe options that witnesses and bystanders can use to help prevent violence, in addition to reporting dangerous situations. (EC.1.8.1)

Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. (HBO 3) (V1.8.10)

Describe qualities that contribute to a healthy body image. (HE.1.6.2/HE.1.7.2/HE.1.8.2)

Describe/Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. (HE.1.6.8/HE.1.7.8/HE.1.8.8)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 38

The curriculum addresses:

38 - all of the knowledge expectations. (Score of 4)

26-37 - most of the knowledge expectations. (Score of 3)

13-25 - some of the knowledge expectations. (Score of 2)

1-12 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:



TRANSFER THIS SCORE TO THE OVERALL SUMMARY FORM

Notes:

STANDARD 2 (Skills Assessment)

Standard 2 Focuses on Analyzing Influences (INF)

After implementing this curriculum, are students (Grades 6-8) able to analyze the influence of culture, media, technology and other factors on healthy relationship practices and behaviors?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Investigate external influences and societal messages that impact attitudes about sexual, dating, domestic, and interpersonal violence. (HE.2.6.22/HE.2.7.22/HE.2.8.22)
- Describe/Analyze how our values impact our sexual health-related decisions. (HE.2.7.25/HE.2.8.25)
- Explain the influence of personal values and beliefs on individual health practices and behaviors. (HE.2.6.14/HE.2.7.14/HE.2.8.14)(SH2.8.3)
- Explain how perceptions of norms influence healthy and unhealthy behaviors. (SH2.8.1) (HE.2.6.13/HE.2.7.13/HE.2.8.13)
- Explain how social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships. (SH2.8.2)
- Examine/Explain/Critique how school and public health policies can influence health promotion and disease prevention. (HE.2.6.18/HE.2.7.18/HE.2.8.18)
- Analyze how messages from media influence health behavior. (HE.2.6.3/HE.2.7.3/HE.2.8.3)
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults). (HE.2.6.12/HE.2.7.12/HE.2.8.12)
- Analyze how friends, family, media, society and culture can influence self-concept and body image. (HE.2.6.5/HE.2.7.5/HE.2.8.5)
- Assess external influences that have an impact on one's attitudes about gender, sexual orientation, and gender identity. (HE.2.6.19/HE.2.7.19/HE.2.8.19)

Analyze external influences, including family and friends, which can impact one's beliefs about what constitutes a healthy intimate relationship. (HE 2.6.21/HE.2.7.21)

Analyze how friends and family can influence one's decisions within a healthy intimate relationship. (HE.2.8.21)

Analyze how school and community can affect personal health practices and behaviors. (HE.2.6.2/HE.2.7.2/HE.2.8.2) (SH2.8.6)

Assess how peers influence healthy and unhealthy behaviors. (HE.2.6.4/HE.2.7.4/HE.2.8.4)

Describe how some health risk behaviors influence the likelihood of engaging in unhealthy behaviors. (HE.2.6.15/HE.2.7.15/HE.2.8.15) (SH2.8.4)

Assess the impact of technology and social media on various types of relationships. (HE.2.6.7/HE.2.7.7/HE.2.8.7) ((SH2.8.7))

Assess potential impacts of power differences (e.g., age, status, or position) within intimate relationships, on self and others. (HE.2.6.11/HE.2.7.11/HE.2.8.11)

Assess factors that may influence condom use and other safer sex decisions. (HE.2.6.20/HE.2.7.20/HE.2.8.20)

Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity. (HE.2.7.23/HE.2.8.23)

Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. (HE.2.7.24/HE.2.8.24)

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 20

The curriculum addresses:

20 - all of the knowledge expectations. (Score of 4)

14-19 - most of the knowledge expectations. (Score of 3)

8-13 - some of the knowledge expectations. (Score of 2)

1-7 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:



**TRANSFER THIS SCORE TO THE
OVERALL SUMMARY FORM**

Notes:

STANDARD 2 (Skills Practice)

Standard 2 Focuses on Analyzing Influences (INF)

After implementing this curriculum, are students (Grades 6-8) able to analyze the influence of culture, media, technology and other factors on healthy relationship practices and behaviors?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal checklists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE
STANDARD 2 LINE OF THE
OVERALL SUMMARY FORM

STANDARD 3 (Skills Assessment)

Standard 3 Focuses on Accessing Information (AI)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to access valid information, products and services to promote healthy relationships.

Check the box next to each healthy relationships/sexual health related knowledge expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Identify/Describe/Access medically accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception. (HE.3.6.15/HE.3.7.15/HE.3.8.15)**
- Identify sources of support, such as parents or other trusted adults; including school staff, they can tell if they are experiencing sexual abuse. (HE.3.6.11)**
- Describe/Assess sources of support, such as parents, other trusted adults, and community resources they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked. (HE.3.7.12/HE.3.8.12)**
- Identify/Describe/Access resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation, and gender identity. (HE.3.6.9/HE.3.7.9/HE.3.8.9)**
- Identify/Describe/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.3.6.12/HE.3.7.11/HE.3.8.11)**
- Access valid and reliable information for identifying media influences on healthy and unhealthy relationships. (EC.3.8.1)**
- Access valid and reliable information for safe and effective pro social bystander behaviors. (EC.3.8.2)**
- Identify school and community resources for reporting child abuse. (HE.3.6.13/HE.3.7.13/HE.3.8.13)**
- Identify/Describe/Access information and sources of support for healthy and unhealthy relationships. (HE.3.6.10/HE.3.7.10/HE.3.8.10)**

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 9

The curriculum addresses:

9 - all of the knowledge expectations. (Score of 4)

6-8 - most of the knowledge expectations. (Score of 3)

3-5 - some of the knowledge expectations. (Score of 2)

1-2 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:

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**TRANSFER THIS SCORE TO THE
OVERALL SUMMARY FORM**

Notes:

Standard 3 (Skills Practice)

Standard 3 Focuses on Accessing Information (AI)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to access valid information, products, and services to promote healthy relationships?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE STANDARD 3 LINE OF THE OVERALL SUMMARY FORM

STANDARD 4 (Skills Assessment)

Standard 4 Focuses on Interpersonal Communication (IC)

After implementing this curriculum, are students (Grades 6-8) able to use interpersonal communication skills to enhance healthy relationships and avoid unhealthy relationships?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Demonstrate communication skills that foster healthy (intimate) relationships. (HE.4.6.6/HE.4.7.6/HE.4.8.6)**
- Describe/Analyze/Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships. (HE.4.6.1/HE.4.7.1/HE.4.8.1)(SH4.8.1)**
- Demonstrate and/or assess effective conflict management or resolution strategies. (HE.4.6.4/HE.4.7.4/HE.4.8.4)(V4.8.4)**
- Demonstrate how to communicate empathy and support for others to [promote healthy relationships and] prevent violence. (V4.8.6)**
- Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations. (HE.4.6.5/HE.4.7.5/HE.4.8.5)**
- Explain/Practice/Demonstrate effective communication to ensure affirmative consent in all sexual relationships. (HE.4.6.10/HE.4.7.10/HE.4.8.10)**
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (HE.4.6.7/HE.4.7.7/HE.4.8.7)**
- Demonstrate and/or assess refusal and negotiation skills that avoid or reduce health risks. (HE.4.6.3/HE.4.7.3/HE.4.8.3)**
- Practice/Demonstrate effective skills to negotiate agreements about the use of technology in relationships. (HE.4.6.12/HE.4.7.12/HE.4.8.12)**
- Demonstrate effective peer resistance skills to avoid or reduce [relationship and sexual] violence. (V4.8.2)**

Demonstrate effective communication skills to report and/or access help in dangerous situations. (HE.4.6.8/HE.4.7.8/HE.4.8.8)

Practice/Demonstrate asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship/is in an abusive relationship. (HE.4.7.13/HE.4.8.13)

Practice/Demonstrate how to ask for assistance to enhance the health of self and others. (HE.4.6.2/HE.4.7.2/HE.4.8.2)

Demonstrate how to use clear communication safely as an active bystander to prevent violence. (EC.4.8.1)

Demonstrate the use of effective communication about the use of contraception, including abstinence, condoms, and other safer sex practices. (HE.4.6.9/HE.4.7.9/HE.4.8.9)

Demonstrate effective strategies to avoid or end an unhealthy relationship. (HE.4.8.14)

Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex. (HE.4.8.15)

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

You Marked:

OF 17

The curriculum addresses:

17 - all of the knowledge expectations. (Score of 4)

11-16 - most of the knowledge expectations. (Score of 3)

5-10 - some of the knowledge expectations. (Score of 2)

1-4 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:



TRANSFER THIS SCORE TO THE OVERALL SUMMARY FORM

Notes:

STANDARD 4 (Skills Practice)

Standard 4 Focuses on Interpersonal Communication (IC)

After implementing this curriculum, are students (Grades 6-8) able to use interpersonal communication skills to enhance healthy relationships and avoid unhealthy relationships?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE
STANDARD 4 LINE OF THE
OVERALL SUMMARY FORM

STANDARD 5 (Skills Assessment)

Standard 5 Focuses on Decision Making (DM)

After implementing this curriculum, are students (Grades 6-8) able to use decision-making skills to promote and maintain healthy relationships?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Apply a decision-making process to enhance or establish healthy relationships. (HE.5.6.9/HE.5.7.9/HE.5.8.9)**
- Make decisions that promote respect for diversity. (EC.5.8.1)
- Practice and assess a decision making process to make healthy choices around sexual health. (HE.5.6.10/HE.5.7.10/HE.5.8.10)**
- Identify circumstances that can help or hinder healthy decision making. (HE.5.6.2/HE.5.7.2/HE.5.8.2)**
- Determine when potentially violent situations require a decision. (V5.8.2)
- Distinguish and Justify when individual or collaborative decision making is appropriate. (HE.5.6.6/HE.5.7.6/HE.5.8.6) ((V5.8.3))**
- Analyze when assistance is needed in making a health-related decision. (HE.5.6.3/HE.5.7.3)**
- Predict when additional adult and/or professional input is appropriate for health related decision making. (HE.5.8.3)**
- Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to [relationship] violence. (V5.8.4)
- Make decisions about participating in social media that support and promote healthy relationships. (EC.5.8.2)
- Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to [relationship] violence. (V5.8.5)
- Choose a healthy alternative when making a decision that could lead to [relationship] violence. (V5.8.6)

- Choose a healthy alternative when making a sexual health-related decision. (SH5.8.7)
- Analyze the effectiveness of a final outcome of a decision that could lead to [relationship] violence. (V5.8.7)
- Practice a decision making process to give and receive consent. (HE.5.6.11/HE.5.7.11)**
- Assess a decision making process to give and receive consent for consensual sexual activity. (HE.5.8.11)**

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 16

The curriculum addresses:

- 16-** all of the knowledge expectations. (Score of 4)
- 11-15** - most of the knowledge expectations. (Score of 3)
- 6-10-** some of the knowledge expectations. (Score of 2)
- 1-5** - a few of the knowledge expectations. (Score of 1)
- 0** - none of the knowledge expectations. (Score of 0)

Which is a score of:



TRANSFER THIS SCORE TO THE OVERALL SUMMARY FORM

Notes:

STANDARD 5 (Skills Practice)

Standard 5 Focuses on Decision Making (DM)

After implementing this curriculum, are students (Grades 6-8) able to use decision-making skills to promote and maintain healthy relationships?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal checklists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE
STANDARD 5 LINE OF THE OVERALL
SUMMARY FORM

STANDARD 6 (Skills Assessment)

Standard 6 Focuses on Goal Setting (GS)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to set personal goals to promote healthy relationships, to take steps to achieve these goals, and to monitor their progress in achieving them?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Develop/Apply/Manage achievable goals which focus on increasing a healthy self-image and managing stress in a healthy way. (HE.6.6.4/HE.6.7.4/HE.6.8.4)
- Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence [and to promote healthy relationships]). (HE.6.6.9/HE.6.8.9)
- Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence. (HE.6.7.9) (V6 8.5)
- Assess the barriers to achieving a personal goal to prevent violence. (V6 8.3)
- Apply strategies to overcome barriers to achieving a personal goal to prevent violence. (V6 8.4)
- Establish a personal goal to not have sex until you're ready. (HE.6.8.10)
- Establish a personal goal to use protection when sexually active. (HE.6.6.10/HE.6.7.10/HE.6.8.11)
- Set/Discuss a personal goal to be treated with dignity and respect. (HE.6.6.11/HE.6.7.11/HE.6.8.12)

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 8

The curriculum addresses:

8 - all of the knowledge expectations. (Score of 4)

6-7 - most of the knowledge expectations. (Score of 3)

3-5 - some of the knowledge expectations. (Score of 2)

1-2 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:



**TRANSFER THIS SCORE TO THE
OVERALL SUMMARY FORM**

Notes:

STANDARD 6 (Skills Practice)

Standard 6 Focuses on Goal Setting (GS)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to set personal goals to promote healthy relationships, to take steps to achieve these goals, and to monitor their progress in achieving them?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE
STANDARD 6 LINE OF THE OVERALL
SUMMARY FORM

STANDARD 7 (Skills Assessment)

Standard 7 Focuses on Self-Management (SM)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate behaviors that promote healthy relationships and reduce or avoid unhealthy relationships?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- List/Assess/Analyze the criteria for evaluating the health of a relationship. (HE.7.6.14/HE.7.7.14/HE.7.8.14)**
- Describe/Demonstrate ways to treat yourself and others with dignity and respect with regard to gender, gender identity, gender expression, and sexual orientation. (HE.7.7.10/HE.7.8.10)**
- List/Practice/Assess ways to treat your friends, family, and partner with dignity and respect. (HE.7.6.15/HE.7.7.15/HE.7.8.15)**
- Demonstrate effective ways to promote respect for self and others, including others who are different from you. (HE.7.6.6/HE.7.7.6/HE.7.8.6)
- Analyze personal practices and behaviors that reduce or prevent [relationship] violence. (V7.8.2)
- Explain the importance of being responsible for practicing violence prevention behaviors. (V7.8.1)
- Recognize/Explain/Justify the importance of assuming responsibility for personal health behaviors. (HE.7.6.1/HE.7.7.1/HE.7.8.1)**
- Identify/Demonstrate/Evaluate behaviors to avoid or reduce health risks to self and others [including preventing violence and promoting sexual health]. (HE.7.7.11/HE.7.6.10/HE.7.8.11) (SH7.8.3)**
- Demonstrate appropriate ways to prevent relationship violence as a bystander by defusing, distracting or delegating. (EC.7.8.1)
- Make a commitment to practice ~~violence prevention~~ behaviors [that promote healthy relationships]. (V7.8.4)
- Describe strategies to use social media safely, legally, and respectfully. (HE.7.8.16)**

Demonstrate effective ways to set and communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship. (HE.7.7.16/HE.7.8.16)

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 12

The curriculum addresses:

12 - all of the knowledge expectations. (Score of 4)

9-11 - most of the knowledge expectations. (Score of 3)

5-8 - some of the knowledge expectations. (Score of 2)

1-4 - a few of the knowledge expectations. (Score of 1)

0 - none of the knowledge expectations. (Score of 0)

Which is a score of:



**TRANSFER THIS SCORE TO THE
OVERALL SUMMARY FORM**

Notes:

STANDARD 7 (Skills Practice)

Standard 7 Focuses on Self-Management (SM)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate behaviors that promote healthy relationships and reduce or avoid unhealthy relationships?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE STANDARD 7 LINE OF THE OVERALL SUMMARY FORM

STANDARD 8 (Skills Assessment)

Standard 8 Focuses on Advocacy (AV)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to influence and support others to maintain healthy relationships and to avoid unhealthy relationships?

Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

By the end of Grade 8 students will be able to:

- Advocate for healthy communication skills within relationships. (EC.8.8.1)
- State a health-enhancing position on a [violence prevention] topic, and support it with accurate information [to promote healthy relationships]. (HE.8.6.1/HE.8.7.1/HE.8.8.1) (V8.8.1)**
- Persuade others to prevent violence. (V8.8.2)
- Collaborate with others to advocate for individuals, families and schools to prevent violence. (V8.8.3)
- Collaborate with others to advocate for safe, respectful, and responsible relationships. (SH8.8.4)
- Work cooperatively to advocate for respect of diversity of individuals, families, and schools that foster safety in learning and achievement. (HE.8.6.6/HE.8.7.6/HE.8.8.6)**
- Identify how and develop a plan to promote empathy for individual differences. (HE.8.6.3/HE.8.7.3)**
- Advocate for the promotion of empathy for individual differences. (HE.8.8.3)**
- Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (SH8.8.3)
- Advocate for school policies and programs that promote dignity and respect for all. (HE.8.8.7)**
- Investigate and assess school policies and programs that promote dignity and respect for all. (HE.8.6.7/HE.8.7.7)**

- Investigate and assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all. (HE.8.6.9/HE.8.7.8)
- Describe and demonstrate how to influence and support others to make positive health choices in creating an environment that is... free of violence and bullying. (HE.8.6.5/HE.8.7.5)
- Design an advocacy campaign to influence and support others to make positive health choices in creating an environment that is ... free of violence and bullying. (HE.8.8.5)
- Advocate for media and technology use that reflects and promotes healthy relationships. (EC.8.8.2)
- Demonstrate how to adapt violence prevention [sexual health promotion/positive sexual health-related] messages for different audiences. (V8.8.4)
- Describe and Demonstrate how to influence and support others to make positive health choices. (HE.8.6.2/HE.8.7.2/HE.8.8.2)

SKILLS EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

You Marked:

OF 17

The curriculum addresses:

- 17-** all of the knowledge expectations. (Score of 4)
- 12-16** - most of the knowledge expectations. (Score of 3)
- 6-11** - some of the knowledge expectations. (Score of 2)
- 1-5** - a few of the knowledge expectations. (Score of 1)
- 0** - none of the knowledge expectations. (Score of 0)

Which is a score of:

 **TRANSFER THIS SCORE TO THE OVERALL SUMMARY FORM**

Notes:

STANDARD 8 (Skills Practice)

Standard 8 Focuses on Advocacy (AV)

After implementing this curriculum, are students (Grades 6-8) able to demonstrate the ability to influence and support others to maintain healthy relationships and to avoid unhealthy relationships?

Grades 6-8 Student Skill Practice: Check the box next to each healthy relationships/sexual health related skills expectation addressed in the curriculum.

Check box if:

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**. (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more different opportunities or activities for students to practice the **skills needed to meet this standard**. (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal checklists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO THE STANDARD 8 LINE OF THE OVERALL SUMMARY FORM