

Oregon Healthy Relationships Curriculum Review Tool (Grades 9-12)

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,

Key: HE=Oregon Health Education Standards and Performance Indicators; EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.; PD=Puberty and Adolescent Development (NSBS); ID=Identity (NSBS); PR=Pregnancy and Reproduction (NSBS); HR=Healthy Relationships (NSBS); PS=Personal Safety (NSBS)

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 sexually transmitted infections (STIs/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 Health Education Curriculum Assessment Tool (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 expects 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 background 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.

Criteria Overview

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 high school.
- **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. National Sexuality Benchmark Standards (NSBS) Puberty and Adolescent Development, Identity, Pregnancy and Reproduction, Healthy Relationships, and Personal Safety strands.

i. Key to Criteria Abbreviations:

Each criteria has a label that describes the source from which it comes (CSE Benchmarks & Standards; HECAT; National Sexuality Benchmark Standards NSBS; Sexual Health Work Group Key Elements) and the standard to which it refers (HECAT = number 1-8, CSE B/S = CC, AI, etc.). Abbreviations also describe which module the criteria has been drawn from (see table below). CSE 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.

Key: HE=Oregon Health Education Standards and Performance Indicators; EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.; PD=Puberty and Adolescent Development (NSBS); ID=Identity (NSBS); PR=Pregnancy and Reproduction (NSBS); HR=Healthy Relationships (NSBS); PS=Personal Safety (NSBS)

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)
PD	NSBS	Strand 2: Puberty and Adolescent Development
ID	NSBS	Strand 3: Identity
PR	NSBS	Strand 4: Pregnancy and Reproduction
HR	NSBS	Strand 6: Healthy Relationships
PS	NSBS	Strand 7: Personal Safety

Examples:

HE.2.12.5 = 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 to be completed by, 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 2: analyzing influence, for 12th grade, and it is the 5th indicator in this category.

V1.12.1. = The first Standard 1 criterion pulled from the HECAT Violence Prevention module for 9-12th graders (**V**iolence Prevention, **S**tandard **1**, by **12th** Grade, **1**st criterion).

VSP.AI.2 = The second Accessing Information *non-essential* benchmark pulled from the Suicide & Violence Prevention Module of the CSE B/S.

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.

Key: HE=Oregon Health Education Standards and Performance Indicators; EC = Extra Criterion based on SHWG Key Elements; V1= HECAT Violence Prevention, Standard 1; SH1= HECAT Sexual Health, Standard 1, etc.; PD=Puberty and Adolescent Development (NSBS); ID=Identity (NSBS); PR=Pregnancy and Reproduction (NSBS); HR=Healthy Relationships (NSBS); PS=Personal Safety (NSBS)

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.

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	
Standard 2: Analyzing Influences (Skill Expectations)	
Standard 2: Analyzing Influences (Student Skill Practice)	
Standard 3: Accessing Information (Skill Expectations)	
Standard 3: Accessing Information (Student Skill Practice)	
Standard 4: Interpersonal Communication (Skill Expectations)	
Standard 4: Interpersonal Communication (Student Skill Practice)	
Standard 5: Decision Making (Skill Expectations)	
Standard 5: Decision Making (Student Skill Practice)	
Standard 6: Goal Setting (Skill Expectations)	
Standard 6: Goal Setting (Student Skill Practice)	
Standard 7: Self-Management (Skill Expectations)	
Standard 7: Self-Management (Student Skill Practice)	
Standard 8: Advocacy (Skill Expectations)	
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 9-12) 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 12 students will be able to:

- Summarize the qualities of a healthy dating relationship. (HE.1.12.22) (HBO 1) (SH1.12.3 & V1.12.5)**
- Explain characteristics of a healthy relationship that is free from threats, coercion or abuse. (HE.1.12.23)**
- Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. (HE.1.12.34)**
- Evaluate effective strategies for dealing with difficult relationships with family members, peers, and [partners]. (HBO 1) (SH1.12.4 & V1.12.6)
- Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (HBO 1, 2, 3, 4, 7 & 8) (SH1.12.5)
- Explain how problem solving is part of a healthy relationship. (EC.1.12.1)
- Analyze why it is important to understand the perspectives of others in resolving a conflict situation. (HBO 2) (V1.12.4)
- Describe a range of ways to express affection within healthy relationships. (HE.1.12.26)**
- Define affirmative consent as a freely given, enthusiastic yes. (HE.1.12.36)**
- Define sexual consent and explain its implications for sexual decision-making. (HE.1.12.28)**

- Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. (HE.1.12.37)**
- Express that everyone has the right to say who touches their body and how. (HE.1.12.24)**
- Express that it is never ok to touch someone, or make someone touch you if they don't want to. (HE.1.12.25)**
- Analyze situations that could lead to being pressured to having sex. (HBO 3 & 4) (SH1.12.28)
- Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 3 & 4) (SH1.12.29 & V1.12.15)
- Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 3, 4 & 5) (SH1.12.32 & V1.12.14)
- Explain why a person who has been raped or sexually assaulted is not at fault. (PS.12.CC.4)
- Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5) (V1.12.18)
- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. (HE.1.12.42)**
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence. (HE.1.12.27)**
- Analyze situations that could lead to different types of violence. (HBO 5) (V1.12.19)
- Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3) (V1.12.10)
- Describe ways to express anger non-violently. (HBO 1 & 2) (V1.12.2)
- Summarize non-violent ways to respond to stress when angry or upset. (HBO 2) (V1.12.3)

Explain Oregon’s laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. (HE.1.12.30)

Discuss laws related to sex and sexual health. (HE.1.12.39)

Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression. (HE.1.12.16)

Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc. (HE.1.12.18)

Summarize 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, and physical appearance. (HBO 7) (SH1.12.39)

Explain the role and impact of technology and social media in personal safety. (HE.1.12.29) (HBO 1, 5 & 7) (SH1.12.6)

Describe strategies to use social media safely, legally, and respectfully (HR.12.SM.2)

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

You Marked:

OF 31

The curriculum addresses:

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

21-30 - most of the knowledge expectations. (Score of 3)

11-20 - some of the knowledge expectations. (Score of 2)

1-10 - 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 9-12) 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 skill expectation addressed in the curriculum. By the end of Grade 12 students will be able to:

By the end of Grade 12 students will be able to:

Analyze the influence of friends, family, media, society and culture on the intersections of gender, sexual orientation, race, ethnicity and other identities. (HE.2.12.7)

Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. (HE.2.12.17) (PS.12.INF.2)

Analyze and critique how media influences health beliefs, behaviors and outcomes. (HE.2.12.3) (HR.12.INF.1)

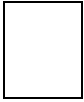
Analyze how family influences health beliefs, behaviors and outcomes. (HE.2.12.9)

Analyze how *school and community* influence health beliefs, behaviors, and outcomes [including personal violence practices and behaviors]. (HE.2.12.2, [V2.12.7])

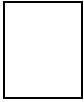
Analyze how culture influences health beliefs, behaviors and outcomes [including how culture supports and challenges sexual health and violence prevention beliefs, practices, behaviors, and relationships]. (HE.2.12.1 [SH2.12.2 & V2.12.2])

Analyze how [peers and] the perception of norms influence healthy and unhealthy [sexual health practices, behaviors, and relationships]. (HE.2.12.11 [SH2.12.3])

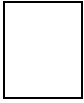
Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. (HE.2.12.19)(PR.12.INF.1)



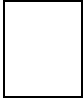
Analyze how our values impact our sexual health related decisions. (HE.2.12.20)(SH2.12.4)



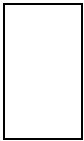
Analyze how personal values and beliefs influence individual health [and violence prevention] practices and behaviors. (HE.2.12.12, [V2.12.4])



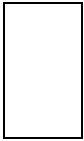
Analyze the role bystanders can play in preventing violence and promoting healthy environments, and the barriers to bystander intervention. (EC.2.12.1)



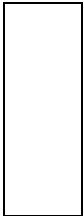
Analyze what influences our values around self-concept and body-image, including the media. (HE.2.12.5)



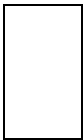
Analyze factors [including alcohol and other substances] that can affect the ability to give or perceive the provision of consent to sexual activity. (HE.2.12.18, [HR.12.INF.2])



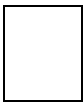
Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health [including sexual health and violence prevention practices]. (HE.2.12.8, [SH2.12.8 & V2.12.8])



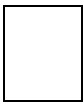
Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support sexual health and violence prevention practices and behaviors for oneself and others (e.g., rape crisis center, bystander trainings, ~~anger management counseling~~). (SH2.12.10 & V2.12.10)



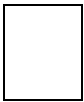
Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors [including violent behaviors]. (HE.2.12.14, [V2.12.5])



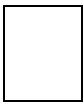
Analyze how laws, rules, and regulations influence personal violence practices and behaviors. (V2.12.6)



Analyze how public health policies and government regulations can influence health promotion and ~~disease~~ [violence] prevention. (HE.2.12.13)



Analyze factors that may influence condom use and other safer sex decisions. (HE.2.12.15)



Analyze external influences that can impact one's decisions within a healthy intimate relationship. (HE.2.12.16)

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)

7-13 - some of the knowledge expectations. (Score of 2)

1-6 - 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

After implementing this curriculum, are students (Grades 9-12) able to analyze the influence of culture, media, technology and other factors on healthy relationship practices and behaviors?

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 4 LINE OF THE OVERALL SUMMARY FORM

Standard 3 (Skills Assessment)

Standard 3 Focuses on Accessing Information (AI)

After implementing this curriculum, are students (Grades 9-12) 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 skill expectation addressed in the curriculum. By the end of Grade 12 students will be able to:

By the end of Grade 12 students will be able to:

Access accurate information about healthy sexuality, including sexual orientation and gender identity. (HE.3.12.7)

Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted, or otherwise feel unsafe. (HE.3.12.10)(PS.12.AI.1)

Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior. (HE.3.12.8)

Identify public and private violence prevention resources. (EC.3.12.1)

Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. (HE.3.12.09)(PS.12AI.2)

Identify the reporting process within the school setting and describe where and when to report dangerous situations [ie. bullying, cyberbullying, harassment, and dating violence]. (EC.3.12.2)

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

You Marked:

OF 6

The curriculum addresses:

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

4-5 - most of the knowledge expectations. (Score of 3)

3 - 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 3 (Skills Practice)

Standard 3 Focuses on Accessing Information (AI)

After implementing this curriculum, are students (Grades 9-12) able to demonstrate the ability to access valid information, products and services to promote healthy relationships?

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 9-12) 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 skill expectation addressed in the curriculum.

By the end of Grade 12 students will be able to:

- Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others. (HE.4.12.6)**
- Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner. (HE.4.12.2)**
- Demonstrate respectful communication with and about people of all gender identities, gender expressions, and sexual orientations. (HE.4.12.5)**
- Identify ways in which they could respond when someone else is being bullied or harassed. (PS.12.IC.2)**
- Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, STD and HIV testing, and disclosure of status. (HE.4.12.9)**
- Practice effective communication skills to ensure affirmative consent in all sexual relationships. (HE.4.12.8)**
- Demonstrate effective strategies to avoid or end an unhealthy relationship. (HE.4.12.12)**
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in [relationship] violence. (V4.12.2)**
- Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship. (HE.4.12.11)**
- Demonstrate the use of effective communication about the use of contraception, including abstinence, condoms, and other safer sex practices. (HE.4.12.7)**

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

You Marked:

OF 10

The curriculum addresses:

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

7-9 - most of the knowledge expectations. (Score of 3)

4-6 - some of the knowledge expectations. (Score of 2)

1-3 - 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 9-12) able to use interpersonal communication skills to enhance healthy relationship and avoid unhealthy relationships?

Grades 9-12 **Student Skill Practice** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 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 9-12) able to demonstrate the ability to use decision-making skills to promote and maintain healthy relationships?

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

By the end of Grade 12 students will be able to:

Model a decision-making process to make healthy choices around sexual health. (HE.5.12.9)

Examine protective factors and barriers that can impact decision-making [related to relationships or sexual health]. (HE.5.12.2, [SH5.12.1])

Determine the benefits of practicing a decision-making process to enhance health. (HE.5.12.1)

Determine the value of applying thoughtful decision making to a potentially violent situation. (V5.12.2)

Justify when individual or collaborative decision-making is appropriate regarding a potentially risky sexual situation. (SH5.12.3)

Justify when individual or collaborative decision-making regarding a potentially violent situation is appropriate. (V5.12.3)

Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision. (SH5.12.4)

Analyze how family, culture, media, peers, and personal beliefs affect a decision that could lead to [relationship] violence. (V5.12.4)

Generate a variety of options to solve health-related issues or problems, and predict potential short term and long term impacts of each option, on self and others. (HE.5.12.4)

Choose a healthy alternative when making a decision that could lead to [relationship] violence. (V5.12.7)

Evaluate the outcome and effectiveness of a health-related decision [that could support a healthy relationship or lead to violence]. (HE.5.12.7, [V5.12.8])

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

You Marked:

OF 11

The curriculum addresses:

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

7-10 - most of the knowledge expectations. (Score of 3)

4-6 - some of the knowledge expectations. (Score of 2)

1-3 - 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 9-12) able to demonstrate the ability to use decision-making skills to promote and maintain healthy relationships?

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 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 9-12) 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 skill expectation addressed in the curriculum.

By the end of Grade 12 students will be able to:

- Assess personal violent and non-violent health practices and behaviors. (V6.12.1)
- Set a realistic personal goal to prevent [relationship] violence. (V6.12.2)
- Assess the barriers to achieving a personal goal to prevent [relationship] violence. (V6.12.3)
- Develop a plan to attain a personal goal to prevent violence. (V6.12.4)
- Implement strategies, including self-monitoring, to achieve a personal goal to prevent [relationship] violence. (V6.12.5)
- Use strategies to overcome barriers to achieving a personal goal to prevent [relationship] violence. (V6.12.6)
- Set a personal goal to not have sex until you're ready. (HE.6.12.6)**
- Set a personal goal to use protection when sexually active. (HE.6.12.7)**
- Develop a personal goal to be treated with dignity and respect. (HE.6.12.8)**
- Develop short and long-term goals to maintain sexual health. (HE.6.12.9)**

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

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.

below.

You Marked:

OF 10

The curriculum addresses:

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

7-9 - most of the knowledge expectations. (Score of 3)

4-6 - some of the knowledge expectations. (Score of 2)

1-3 - 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 9-12) 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 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 9-12) 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 skill expectation addressed in the curriculum. By the end of Grade 12 students will be able to:

By the end of Grade 12 students will be able to:

- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation. (HE.7.12.4)**
- Analyze the criteria for evaluating the health of a relationship. (EC.7.12.1)
- Evaluate personal practices and behaviors that reduce or prevent [relationship] violence. (V7.12.2)
- Explain the role of individual responsibility for enhancing health. (HE.7.12.1)**
- Analyze the role of individual responsibility for practicing violence prevention behaviors. (V7.12.1.)
- Demonstrate the ability to take the perspective of others in a conflict situation. (EC.7.12.2)
- Describe how alcohol and other drug use can affect one's ability to perceive or provide consent. (HE.7.12.6)**
- Demonstrate respect for the boundaries of others and practice affirmative consent. (HE.7.12.10)**
- Demonstrate how to set and respect boundaries around social media and technology use in relationships. (HE.7.12.11)**
- Explain individual responsibility for testing and informing partners about STDs and HIV status. (HE.7.12.5)**

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

You Marked:

OF 10

The curriculum addresses:

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

7-9 - most of the knowledge expectations. (Score of 3)

4-6 - some of the knowledge expectations. (Score of 2)

1-3 - 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 9-12) able to demonstrate behaviors that promote healthy relationships and reduce or avoid unhealthy relationships?

Grades 9-12 **Student Skills Practice**: Check the box next to each healthy relationships/sexual health related skill 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 9-12) 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 skill expectation addressed in the curriculum.

By the end of Grade 12 students will be able to:

Persuade and support others to make positive and healthy choices about relationships and to prevent violence. (SH8.12.3 & V8.12.2)

Advocate for safe environments that encourage dignified and respectful treatment of everyone. (PS.12.ADV.1)

Advocate for the promotion of respect and empathy for individual differences. (HE.8.12.5)

Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all. (HE.8.12.6)

Encourage school and community environments to prevent violence and promote the health of others [all], without regard to aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (SH8.12.5 & V8.12.4)

Persuade others about the importance of ensuring there are safe, accessible, equitable, and affordable violence prevention and sexual health opportunities, products, and services to improve the health of oneself and others. (SH8.12.7 & V8.12.6)

Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence. (V8.12.1)

Design an advocacy campaign for preventing violence. (EC.8.12.1)

Adapt a sexual health promotion and/or violence prevention message and communication techniques for a specific target audience. (SH8.12.6 & V8.12.5)

Collaborate with others to advocate for preventing violence and improving personal, family, and community sexual health. (SH8.12.4 & V8.12.3)

Work cooperatively as an advocate for improving personal, family, and community health. (HE.8.12.4)

Advocate for use of products, services, and medical care to maintain sexual and reproductive health. (HE.8.12.10)

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)

8-11 - most of the knowledge expectations. (Score of 3)

5-7 - 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 8 (Skills Practice)

Standard 8 Focuses on Advocacy (AV)

After implementing this curriculum, are students (Grades 9-12) able to demonstrate the ability *to influence and support others* to maintain healthy relationships and to avoid unhealthy relationships?

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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 8 LINE OF THE OVERALL
SUMMARY FORM