

## Oregon Healthy Relationships Curriculum Review Tool (Grades K-5)

*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 the following source:
  - **Oregon Health Education Standards and Performance Indicators (OHESAPI)** – Oregon’s Health Education Standards and Performance Indicators (HE) for K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.
2. **Key to Criteria Abbreviations:**  
 Each criteria has a label that describes the source from which it comes (OHESAPI) and the standard to which it refers. Health (HE) performance indicators were numbered in order to track them with unique identifiers in the review process (see table below). 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.

<b>Abbreviation</b>	<b>Source</b>	<b>Standard(s)</b>
<b>HE.1</b>	OHESAPI	Core Concepts
<b>HE.2</b>	OHESAPI	Analyzing Influences (INF)
<b>HE.3</b>	OHESAPI	Accessing Information (AI)
<b>HE.4</b>	OHESAPI	Interpersonal Communication (IC)
<b>HE.5</b>	OHESAPI	Decision Making (DM)
<b>HE.6</b>	OHESAPI	Goal Setting (GS)
<b>HE.7</b>	OHESAPI	Self-Management (SM)
<b>HE.8</b>	OHESAPI	Advocacy (AV)

Key: HE.1=Core Concepts, HE.2=Analyzing Influences, HE.3=Accessing Information, HE.4=Interpersonal Communication, HE.5=Decision Making, HE.6=Goal Setting, HE.7=Self-Management, HE.8=Advocacy

**Examples:**

**HE.5.4.9** = 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 4<sup>th</sup> grade, and it is the 9<sup>th</sup> indicator in this category.

**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.

**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: HE.1=Core Concepts, HE.2=Analyzing Influences, HE.3=Accessing Information, HE.4=Interpersonal Communication, HE.5=Decision Making, HE.6=Goal Setting, HE.7=Self-Management, HE.8=Advocacy

**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: HE.1=Core Concepts, HE.2=Analyzing Influences, HE.3=Accessing Information, HE.4=Interpersonal Communication, HE.5=Decision Making, HE.6=Goal Setting, HE.7=Self-Management, HE.8=Advocacy

## 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.*

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

**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 K-5) 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 5 students will be able to:**

All Grades (K-5)

**Identify and Demonstrate when it is important to seek healthcare. (HE.1.K.3/HE.1.1.3/HE.1.2.3/HE.1.3.5/HE.1.4.5/HE.1.5.5)**

**Recognize and Explain that everyone has the right to say who touches their body, when and how. (HE.1.K.10, HE.1.1.10, HE.1.2.10, HE.1.3.14, HE.1.4.13, HE.1.5.15)**

**Recognize, Explain, and Describe why it is never ok to touch someone, or make someone touch you if they don't want to. (HE.1.K.11, HE.1.1.11, HE.1.2.11, HE.1.3.15, HE.1.4.14, HE.1.5.16)**

**Identify and Describe a variety of ways people express affection within various types of relationships. (HE.1.K.12, HE.1.1.12, HE.1.2.12, HE.1.3.16, HE.1.4.15, HE.1.5.17)**

**Define bullying and teasing and Explain why bullying and teasing are inappropriate behaviors. (HE.1.K.13, HE.1.1.13, HE.1.2.13, HE.1.3.17, HE.1.4.16, HE.1.5.18)**

**Identify and Discuss how culture, media and technology influence our ideas about friendships and healthy relationships. (HE.1.2.14, HE.1.3.18, HE.1.4.17, HE.1.5.19)**

**Define, Describe, and Practice consent as it relates to personal boundaries. (HE.1.K.15, HE.1.1.15, HE.1.2.16, HE.1.3.19, HE.1.4.18, HE.1.5.21)**



Grades K-2

- Name and Identify reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people. (HE.1.K.4, HE.1.1.4, HE.1.2.4)**
- Recognize and Explain that there are many ways to express gender. (HE.1.K.7, HE.1.1.7)**
- Recognize differences and similarities of how individuals identify regarding gender. (HE.1.2.7)**
- Recognize the importance of treating others with respect including gender expression. (HE.1.K.8, HE.1.1.8, HE.1.2.8)**
- Describe the characteristics of a friend. (HE.1.K.9)**
- Describe how they can be a good friend. (HE.1.1.9, HE.1.2.9)**
- Identify and Discuss different kinds of family structures. (HE.1.K.14, HE.1.1.14, HE.1.2.15)**

Grades 3-5

- Identify human reproductive systems including reproductive anatomy and function. (HE.1.3.6, HE.1.4.6, HE.1.5.6)**
- Recognize how puberty prepares human bodies for the potential to reproduce. (HE.1.3.9)**
- Define sexual orientation. (HE.1.3.10, HE.1.4.9)**
- Recognize and Explain differences and similarities of how individuals identify regarding gender or sexual orientation. (HE.1.3.11, HE.1.4.10, HE.1.5.10)**
- Discuss ways of expressing gender. (HE.1.5.12)**
- Recognize and Describe the importance of treating others with respect including gender expression and sexual orientation. (HE.1.3.12, HE.1.4.11, HE.1.5.13)**
- Identify and Discuss the characteristics of a healthy relationship. (HE.1.3.13, HE.1.4.12, HE.1.5.14)**

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

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

You Marked:

**OF 22**

**The curriculum addresses:**

**22** - all of the knowledge expectations. (Score of 4)

**15-21** - most of the knowledge expectations. (Score of 3)

**8-14** - 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 Assessment)

### Standard 2 Focuses on Analyzing Influences (INF)

After implementing this curriculum, are students (Grades K-5) 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 5 students will be able to:**

#### All Grades (K-5)

**Identify and Describe how school resources support health practices and behaviors. (HE.2.K.2, HE.2.1.2, HE.2.2.2, HE.2.3.2)**

**Provide examples and Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender. (HE.2.K.4, HE.2.1.4, HE.2.2.4, HE.2.3.6, HE.2.4.6, HE.2.5.6)**

**Identify and Describe positive and negative ways friends and peers can influence various relationships. (HE.2.2.5, HE.2.3.8, HE.2.4.8, HE.2.5.8)**

#### Grades K-2

**Identify and Describe how the media can influence health behaviors. (HE.2.K.3, HE.2.1.3, HE.2.2.3)**

#### Grades 3-5

**Describe and Analyze how the school and community can support personal health practices and behaviors. (HE.2.4.2, HE.2.5.2)**

**Recognize, Describe, and Analyze how media influences thoughts, feelings, and health behaviors. (HE.2.3.3, HE.2.4.3, HE.2.5.3)**

**Recognize and Describe how peers and family can influence healthy and unhealthy behaviors. (HE.2.3.4, HE.2.4.4, HE.2.5.4)**

**Describe and Analyze ways that technology can influence personal health. (HE.2.3.7/HE.2.4.7/HE.2.5.7)**

**Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries. (HE.2.3.9, HE.2.4.9, HE.2.5.9)**

**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:



**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 K-5) able to analyze the influence of culture, media, technology and other factors on healthy relationship practices and behaviors?

**Grades K-5 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 K-5) 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 5 students will be able to:**

#### All Grades (K-5)

**Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth. (HE.3.K.2, HE.3.1.2, HE.3.3.3, HE.3.4.3, HE.3.5.3)**

**Identify and Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable. (HE.3.K.3, HE.3.1.3, HE.3.2.3, HE.3.3.7, HE.3.4.8, HE.3.5.8)**

#### Grades K-2

**Describe and Demonstrate ways to locate school and community health helpers. (HE.3.K.1, HE.3.1.1, HE.3.2.1)**

**Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth. (HE.3.2.2)**

**Identify sources of support if someone is touching them in a way that makes them feel uncomfortable. (HE.3.K.4, HE.3.2.4)**

#### Grades 3-5

**Locate, Describe, and Analyze resources from home, school, and community that provide valid health information. (HE.3.3.1, HE.3.4.1, HE.3.5.1)**

**Recognize, Describe, and Analyze characteristics of valid health information, products, and services. (HE.3.3.2, HE.3.4.2, HE.3.5.2)**

- Describe and Demonstrate how to access sources of medically accurate information about human sexual and reproductive anatomy. (HE.3.3.4, HE.3.4.4, HE.3.5.4)**
- Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity. (HE.3.3.5, HE.3.4.6)**
- Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity. (HE.3.5.6)**
- Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships. (HE.3.3.6, HE.3.4.7, HE.3.5.7)**
- Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression. (HE.3.3.8, HE.3.4.9, HE.3.5.9)**
- Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched. (HE.3.3.9)**
- Identify and Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused. (HE.3.4.10, HE.3.5.10)**

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

You Marked:

**OF 14**

**The curriculum addresses:**

**14** - all of the knowledge expectations. (Score of 4)

**10-13** - most of the knowledge expectations. (Score of 3)

**5-9** - 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 3 (Skills Practice)

#### Standard 3 Focuses on Accessing Information (AI)

After implementing this curriculum, are students (Grades K-5) able to demonstrate the ability to access valid information, products, and services to promote healthy relationships?

**Grades K-5 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 K-5) 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 5 students will be able to:**

#### All Grades (K-5)

- Identify and Demonstrate effective refusal skills to avoid or reduce health risks. (HE.4.K.3, HE.4.1.3, HE.4.2.3, HE.4.3.3, HE.4.4.3, HE.4.5.3)**
- Describe and Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. (HE.4.K.5, HE.4.1.5, HE.4.2.5, HE.4.3.5, HE.4.4.5, HE.4.5.5)**
- Discuss, Describe, and Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (HE.4.K.6, HE.4.1.6, HE.4.2.6, HE.4.3.7, HE.4.4.7, HE.4.5.7)**
- Practice and Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe. (HE.4.K.7, HE.4.1.7, HE.4.2.7, HE.4.3.8, HE.4.4.8, HE.4.5.8)**

#### Grades K-2

- Identify and Demonstrate healthy ways to express needs, wants, and feelings. (HE.4.K.1, HE.4.1.1, HE.4.2.1)**
- Describe and Demonstrate effective active listening skills. (HE.4.K.2, HE.4.1.2, HE.4.2.2)**
- Identify sources of support to go to if threatened or harmed. (HE.4.K.4)**
- Describe and Demonstrate ways to tell sources of support if threatened or harmed. (HE.4.1.4, HE.4.2.4)**

#### Grades 3-5

**Recognize and Demonstrate effective verbal and nonverbal communication skills to enhance health. (HE.4.4.1, HE.4.3.1, HE.4.5.1)**

**Recognize, Describe, and Demonstrate nonviolent strategies to manage or resolve conflict. (HE.4.3.4, HE.4.4.4, HE.4.5.4)**

**Describe and Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships. (HE.4.3.6, HE.4.4.6, HE.4.5.6)**

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

**The curriculum addresses:**

You Marked:

**OF 11**

**The curriculum addresses:**

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

**8-10** - 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 4 (Skills Practice)

### Standard 4 Focuses on Interpersonal Communication (IC)

After implementing this curriculum, are students (Grades K-5) able to use interpersonal communication skills to enhance healthy relationships and avoid unhealthy relationships?

**Grades K-5 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 K-5) 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 5 students will be able to:**

All Grades (K-5)

**Identify when help is needed to make a health related decision. (HE.5.K.1, HE.5.3.2, HE.5.4.2, HE.5.5.2)**

Grades K-2

Grades 3-5

**Analyze a healthy option when making a decision. (HE.5.3.3, HE.5.4.3, HE.5.5.3)**

**Recognize the outcomes of a health-related decision. (HE.5.3.4, HE.5.5.4)**

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

You Marked:

**OF 3**

**The curriculum addresses:**

- 3- all of the knowledge expectations. (Score of 4)**
- 2 - most of the knowledge expectations. (Score of 3)**
- 2- some of the knowledge expectations. (Score of 2)**
- 1- 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 K-5) able to use decision-making skills to promote and maintain healthy relationships?

**Grades K-5 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 K-5) 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 5 students will be able to:**

All Grades (K-5)

**Describe and Demonstrate how to access resources to assist in achieving a personal health goal. (HE.6.K.2, HE.6.1.2, HE.6.2.2, HE.6.3.2, HE.6.4.2, HE.6.5.2)**

Grades K-2

**Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal. (HE.6.K.1, HE.6.1.1, HE.6.2.1)**

Grades 3-5

**Choose and Analyze a personal health goal and track progress toward its achievement. (HE.6.3.1, HE.6.4.1, HE.6.5.1)**

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

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

You Marked:

**OF 4**

**The curriculum addresses:**

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

**3** - most of the knowledge expectations. (Score of 3)

**2** - some of the knowledge expectations. (Score of 2)

**1** - 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 K-5) 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 K-5 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 K-5) 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 5 students will be able to:**

#### All Grades (K-5)

**Describe and Demonstrate healthy, responsible, practices and behaviors that maintain or improve personal health. (HE.7.K.1, HE.7.1.1, HE.7.2.1, HE.7.3.1, HE.7.4.1, HE.7.5.1)**

**Recognize and Demonstrate behaviors that avoid or reduce health risks. (HE.7.K.2, HE.7.1.2, HE.7.2.2, HE.7.3.3, HE.7.4.3, HE.7.5.3)**

#### Grades K-2

**Describe and Demonstrate how to clearly say “no” and how to leave an unsafe/uncomfortable situation. (HE.7.K.3, HE.7.1.3, HE.7.2.3)**

#### Grades 3-5

**Recognize and Analyze a variety of healthy practices and behaviors that maintain or improve personal health. (HE.7.3.2, HE.7.4.2, HE.7.5.2)**

**List and Demonstrate ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity, and sexual orientation. (HE.7.3.4, HE.7.5.4)**

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

You Marked:

**OF 5**

#### **The curriculum addresses:**

- 5** - all of the knowledge expectations. (Score of 4)
- 4** - most of the knowledge expectations. (Score of 3)
- 2-3** - some of the knowledge expectations. (Score of 2)
- 1** - 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 K-5) able to demonstrate behaviors that promote healthy relationships and reduce or avoid unhealthy relationships?

**Grades K-5 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 K-5) 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 5 students will be able to:**

#### All Grades (K-5)

**Describe ways to and Encourage others to make positive health choices. (HE.8.K.2, HE.8.1.2, HE.8.2.2, HE.8.3.2, HE.8.4.2, HE.8.5.2)**

#### Grades K-2

**Demonstrate ways and Explain the importance of promoting personal health. (HE.8.K.1, HE.8.1.1, HE.8.2.1)**

#### Grades 3-5

**Recognize and Express opinions based on accurate information about health issues. (HE.8.3.1, HE.8.4.1, HE.8.5.1)**

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

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

**Explain how to promote safety, respect, awareness and acceptance of yourself and others. (HE.8.5.4)**

**Describe and Demonstrate ways students can work together to promote dignity and respect for all people. (HE.8.3.3, HE.8.4.4, HE.8.5.5)**

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

Key: HE.1=Core Concepts, HE.2=Analyzing Influences, HE.3=Accessing Information, HE.4=Interpersonal Communication, HE.5=Decision Making, HE.6=Goal Setting, HE.7=Self-Management, HE.8=Advocacy

below.

You Marked:

**OF 7**

**The curriculum addresses:**

**7-** all of the knowledge expectations. (Score of 4)

**5-6** - most of the knowledge expectations. (Score of 3)

**3-4** - 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 8 (Skills Practice)

### Standard 8 Focuses on Advocacy (AV)

After implementing this curriculum, are students (Grades K-5) able to demonstrate the ability to influence and support others to maintain healthy relationships and to avoid unhealthy relationships?

**Grades K-5 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