

EXAMPLES of Draft Health Education Standards and Performance Indicators 2nd Review

Oregon's K-12 Human Sexuality Standards are being revised, with the Oregon Department of Education (ODE) currently requesting input [via a survey] from Oregonians to assist the "ODE's second review and revision of the Oregon K-12 Health Education Academic Content Standards". Suzanne M Hidde, M.S. of the ODE notes in a November 2, 2016 email that "the review period will be open until November 13, 2016 [and that]...a complete version of the Draft Health Education Standards and Performance Indicators (2nd Review) can be viewed at: <https://www.surveymonkey.com/r/HealthDraft2Review> .

In 2009, the Oregon legislature passed HB 2509 which requires Oregon public schools teach K-12 comprehensive sexuality education (ORS 336.455; <http://www.oregonlaws.org/ors/336.455>). The Oregon Department of Education then generated (and periodically revises) K-12 Comprehensive Sexuality Education Oregon Administrative Rule **581-022-1440** (<http://www.ode.state.or.us/search/page/?=1452>).

Extensive list of examples of the Draft Health Education Standards and Performance Indicators (2nd Review):

Kindergarten (5-6 year olds):

- Recognize that there are many ways to express gender.
- List a variety of ways people express affection within various types of relationships.
- Recognize everyone has the right to say who touches their body, when and how.
- Provide examples of how friends and family influence how people think they should act on the basis of their gender.
- Identify ways to locate school and community health helpers
- Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.
- Identify who to report to at home, school and in the community if they see unsafe objects.
- Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Identify when help is needed to make a health-related decision.

Third Grade (8-9 year olds):

- List examples of emotional, intellectual, physical, spiritual, and social health
- Identify why it is important to seek health care.
- Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.
- Identify the characteristics of a healthy relationship.
- Describe a variety of ways people express affection within various types of relationships.
- Describe the influence of culture on personal health practices and behaviors.
- Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Recognize characteristics of valid health information, products, and services.
- Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth

- Identify the criteria for medically-accurate information and resources about puberty and personal hygiene.

Seventh Grade (12-13 year olds)

- Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.
- Define the differences between biological sex, sexual orientation, and gender identity and expression
- Define gender roles, gender identity and sexual orientation across cultures.
- Describe sexual intercourse and its relationship to human reproduction.
- Discuss why everyone has the right to say who touches their body and how.
- Describe a range of ways people express affection within various types of relationships.
- Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Discuss how to build and maintain healthy family, peer, and dating relationships.
- Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- Define various methods of contraception, including abstinence, condoms, and emergency contraception.
- Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Discuss how affirmative consent mitigates confusion with in a sexual relationship.
- Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.
- Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others.
- Explain how school and public health policies can influence health promotion and disease prevention.
- Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
- Compare factors that may influence condom use and other safer sex decisions.
- Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.
- Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.
- Access valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.
- Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.
- Examine situations that may require professional health services.
- Review the accessibility of products that enhance health.
- Describe sources of medically accurate information about human sexual and reproductive anatomy.
- Describe accurate information about healthy sexuality, including sexual orientation and gender identity.
- Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
- Describe medically-accurate sources of pregnancy related information and support including pregnancy options, safe surrender policies and prenatal care.
- Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Practice communication skills that foster healthy relationships.

- Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship
- Analyze when assistance is needed in making a health related decision.
- Describe healthy options when making a decision about health-related issues or problems.
- Explain healthy and unhealthy options to health related issues or problems.
- Practice a decision making process to make healthy choices around sexual health.
- Practice a decision making process to give or receive consent.
- Explain personal health practices that lead to a healthy lifestyle.
- Identify the steps to correctly use a condom.
- List criteria for evaluating the health of a relationship.
- List ways to treat your friends, family and partner with dignity and respect.
- Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.
- Assess for school policies and programs that promote dignity and respect for all.
- Assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

High School (14-18 year olds):

- Explain disparities that exist between access to health care and health status.
- Compare and contrast human sexual and reproductive systems including body parts and their functions.
- Define contraceptive methods including emergency contraception and describe their mechanism of action.
- Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.
- Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
- Describe the human sexual response cycle, including the role hormones play.
- Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Express that everyone has the right to say who touches their body and how.
- Describe a range of ways to express affection within healthy relationships.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.
- Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).
- Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.
- Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Define affirmative consent as a freely given enthusiastic yes.
- Recognize that many teens successfully use condoms.
- Discuss laws related to sex and sexual health.
- 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.

- Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.
- Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.
- Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.
- Analyze how the family influences health beliefs, behaviors, and outcomes.
- Analyze how the perception of norms influences healthy and unhealthy behaviors.
- Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- Analyze external influences that can impact one's decisions within a healthy intimate relationship.
- 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.
- Analyze internal and external influences on decisions about pregnancy options and parenthood.
- Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.
- Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.
- Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.
- Access accurate information about healthy sexuality, including sexual orientation and gender identity.
- Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.
- Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.
- Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.
- Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- Practice effective communication skills to ensure affirmative consent in all sexual relationships.
- Apply a decision making process to make choices about contraception, including abstinence and condoms.
- Model a decision making process to make healthy choices around sexual health.
- Apply a decision making process to promote consensual sexual activity within healthy relationships.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.
- Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.
- Demonstrate the steps to correctly use a condom and/or other barrier methods.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal, family, and community health.
- Advocate for the promotion of respect and empathy for individual differences.
- Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.
- Advocate for access to products, services and medical care to maintain sexual and reproductive health.
- Advocate for use of products, services and medical care to maintain sexual and reproductive health.

-----Original Message-----

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[mailto:or_health_teachers-bounces@listsmart.osl.state.or.us] On Behalf Of or_health_teachers-request@listsmart.osl.state.or.us

Sent: Friday, November 4, 2016 12:00 PM

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Today's Topics:

1. Draft Health Education Standards - 2nd Review
(Dept of Education Health Teacher Information)

Message: 1

Date: Thu, 3 Nov 2016 22:08:22 +0000

From: Dept of Education Health Teacher Information
<or_health_teachers@listsmart.osl.state.or.us>

To: "or_health_teachers@listsmart.osl.state.or.us"
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Draft Health Education Standards and Performance Indicators 2nd Review

In its commitment to provide teachers with a standards-based educational system, the Oregon Department of Education (ODE), with assistance from stakeholders, has begun a review and revision of the Oregon Health Education Content Standards. In February, ODE requested applications for membership on the Health Education Content Panel. Over the last few months, the Health Education Standards Content Panel met to complete a gap analysis between the current Oregon Health Education Benchmark Standards, the National Health Education Standards and Performance Indicators, and Oregon Statutes and Rules. The Health Education Standards Content Panel met again to review the first round of feedback from stakeholders and made revisions to create a second draft for review.

A survey designed to gather input from Oregonians to assist the Oregon Department of Education in this second review and revision of the Oregon K-12 Health Education Academic Content Standards is now posted at <https://www.surveymonkey.com/r/HealthDraft2Review>.

The draft you are reviewing is a second draft and is not a final product and schools and districts should not align curriculum and instruction to these standards at this time.

The review period will be open until November 13, 2016.

Suzanne

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End of OR_Health_Teachers Digest, Vol 55, Issue 1
