

Curriculum:		Reviewer:	Date:				
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			N/A	SD	D	A	SA
Grade 6 ☐ Identify parts of the reproductive systems. ☐ Identify physical, social, mental, and emotional changes that occur during puberty. ☐ Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. ☐ Explain how STDs are transmitted. ☐ Identify examples of protective factors and risk behaviors. ☐ Identify ways to communicate effectively in a variety of relationships. ☐ Recognize that everyone has the right to set boundaries based on personal values. ☐ Understand which sexual health care services are available to youth. ☐ Understand that there are behaviors that constitute sexual offenses. ☐ Understand that it is illegal to send or post sexually explicit images or messages electronically.	Grade 7 ☐ Describe reproductive systems including body parts and functions. ☐ Describe the stages of a pregnancy from fertilization to birth. ☐ Recognize that there are individual differences in growth and development. ☐ Distinguish between biological sex, gender identity, gender expression, and sexual orientation. ☐ List and describe commonly used methods of birth control, including abstinence. ☐ Describe methods to prevent the transmission of STDs/HIV, including abstinence. ☐ Understand that all STDs are treatable and many are curable. ☐ Describe factors that contribute to or protect against engaging in risk behaviors. ☐ Describe characteristics of healthy and unhealthy relationships. ☐ Identify laws related to accessing sexual health care services. ☐ Define sexual offenses as they relate to state law. ☐ Identify consequences of sharing sexually explicit pictures or messages.	Grade 8 ☐ Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. ☐ Identify physical, emotional, and social effects of sexual activity. ☐ Describe the physical, social, mental, and emotional changes that occur during adolescence. ☐ Summarize ways to prevent pregnancy and STDs. ☐ Summarize signs, symptoms, potential impact, and treatment of STDs. ☐ Compare and contrast potential outcomes of risk behaviors and protective factors. ☐ Explain how to build and maintain healthy family, peer, and dating relationships. ☐ Define sexual consent and identify ways that consent can be communicated and accepted. ☐ Understand laws related to accessing sexual health care services. ☐ Identify state laws related to sexual offenses, including when a minor is involved. ☐ Explain consequences of sharing sexually explicit pictures or messages.					
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			N/A	SD	D	A	SA
Grade 6 ☐ Understand the range of gender roles, identity, and expression across cultures.	Grade 7 ☐ There are no WA state grade level outcomes for this standard in this grade.	Grade 8 ☐ Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. ☐ Analyze the impact of technology and social media on friendships and relationships.					

WA Sexual Health Education Academic Learning Standards, Grades 6-8

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.			N/A	SD	D	A	SA
Grade 6 ☐ <i>Explain importance of talking with a family member and other trusted adults about relationships.</i>	Grade 7 ☐ <i>Identify medically accurate information about STDs.</i>	Grade 8 ☐ <i>Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy.</i>					
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			N/A	SD	D	A	SA
Grade 6 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 7 ☐ <i>Demonstrate communication skills that foster healthy relationships.</i> ☐ <i>Explain importance of setting personal boundaries and showing respect for the boundaries and values of others.</i>	Grade 8 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>					
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			N/A	SD	D	A	SA
Grade 6 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 7 ☐ <i>Identify a decision-making model that can be used to make a health-related decision.</i>	Grade 8 ☐ <i>Use a decision-making model to make a health-related decision.</i>					
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			N/A	SD	D	A	SA
Grade 6 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 7 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 8 ☐ <i>Develop a plan to communicate and maintain personal boundaries and values.</i>					
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			N/A	SD	D	A	SA
Grade 6 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 7 ☐ <i>There are no WA state grade level outcomes for this standard in this grade.</i>	Grade 8 ☐ <i>List steps to using a condom correctly.</i> ☐ <i>Describe personal role in protecting one's own sexual and reproductive health.</i>					
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			N/A	SD	D	A	SA
<i>There are no WA state grade level outcomes for this standard in this grade band.</i>							

Circle one response (N/A= Not applicable, SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree) for each of the standards. Example sexual health ed outcomes are included as a reference but are not required to be taught. Further, if districts use the example outcomes, they may be taught at different grade levels than presented in this rubric. Revised 3/4/2021.