

## Standards 2-8 Skill and Practice Expectations – Grade 6-8

<b>Curriculum:</b>		<b>Grade:</b>		<b>Date:</b>	
				<b>Reviewer #:</b>	

Check the box if the skill expectation is addressed in the curriculum AND provides reasonable opportunities for students to practice the skill.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- Understand the range of gender roles, identity, and expression across cultures.** *H2.Se3.6*
- Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.**  
*H2.Se3.8*
- Analyze the impact of technology and social media on friendships and relationships.** *H2.Se8.8.*
- Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships. *SH2.8.1*
- Explain how social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships. *SH2.8.2*
- Explain how personal values and beliefs influence sexual health practices, behaviors, and relationships. *SH2.8.3*
- Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior). *SH2.8.4*
- Analyze how relevant influences of family and culture affect sexual health practices, behaviors, and relationships. *SH2.8.5*
- Analyze how relevant influences of school and community affect sexual health practices, behaviors, and relationships. *SH2.8.6*
- Analyze how relevant influences of media and technology affect sexual health practices, behaviors, and relationships. *SH2.8.7*
- Analyze how relevant influences of peers affect sexual health practices, behaviors, and relationships. *SH2.8.8*

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- Identify medically accurate information about STDs.** *H3.Se4.7*
- Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy.** *H3.Se4.8*
- Explain importance of talking with a family member and other trusted adults about relationships.** *H3.Se5.6*

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- Analyze the validity and reliability of sexual health information. *SH3.8.1*
- Analyze the validity and reliability of sexual healthcare products. *SH3.8.2*
- Analyze the validity and reliability of sexual healthcare services. *SH3.8.3*
- Describe situations that call for professional sexual healthcare services. *SH3.8.4*
- Determine the availability of valid and reliable sexual healthcare products. *SH3.8.5*
- Access valid and reliable sexual health information from home, school or community. *SH3.8.6*
- Locate valid and reliable sexual healthcare products. *SH3.8.7*
- Locate valid and reliable sexual healthcare services. *SH3.8.8*

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- Demonstrate communication skills that foster healthy relationships.** *H4.Se5.7a*
- Explain importance of setting personal boundaries and showing respect for the boundaries and values of others.** *H4.Se5.7b*
- Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships. *SH4.8.1*
- Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others. *SH4.8.2*
- Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors. *SH4.8.3*
- Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors. *SH4.8.4*
- Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships. *SH4.8.5*
- Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. *SH4.8.6*

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Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.

- Identify a decision-making model that can be used to make a health-related decision.** *H5.Se4.7*
- Use a decision-making model to make a health-related decision.** *H5.Se4.8*
- Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation. *SH5.8.1*
- Determine when potentially risky sexual health-related situations require a decision. *SH5.8.2*
- Distinguish when decisions about potentially risky sexual health-related situations should be made individually or with others. *SH5.8.3*
- Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision. *SH5.8.4*
- Distinguish between healthy and unhealthy alternatives of a sexual health-related decision. *SH5.8.5*
- Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision. *SH5.8.6*
- Choose a healthy alternative when making a sexual health-related decision. *SH5.8.7*
- Analyze the effectiveness of a sexual health-related decision. *SH5.8.8*

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- Develop a plan to communicate and maintain personal boundaries and values.** *H6.Se5.8*
- Assess sexual health practices. *SH6.8.1*
- Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs. *SH6.8.2*
- Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs. *SH6.8.3*
- Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs. *SH6.8.4*
- Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs. *SH6.8.5*

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Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- List steps to using a condom correctly.** *H7.Se4.8a*
- Describe personal role in protecting one’s own sexual and reproductive health.** *H7.Se4.8b*
- Understand importance of personal responsibility for sexual decisions.** *H7.Se6.8*
- Explain the importance of being responsible for practicing sexual abstinence. *SH7.8.1*
- Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors. *SH7.8.2*
- Demonstrate practices and behaviors to improve the sexual health of oneself and others. *SH7.8.3*
- Make a commitment to practice healthy sexual behaviors. *SH7.8.4*

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- N/A—No WA Learning Standards**
- State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others. *SH8.8.1*
- Persuade others to avoid or reduce risky sexual behaviors. *SH8.8.2*
- Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). *SH8.8.3*
- Collaborate with others to advocate for safe, respectful, and responsible relationships. *SH8.8.4*
- Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors. *SH8.8.5*
- Demonstrate how to adapt positive sexual health-related messages for different audiences. *SH8.8.6*