

SEXUAL HEALTH EDUCATION

CAMAS SCHOOL DISTRICT

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# Health Education K-12 Learning Standards

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1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Demonstrate the ability to access valid information and products and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal, family, and community health.



# 9TH GRADE CORE CURRICULUM - FLASH\*

SEXUALLY TRANSMITTED DISEASES: COMMON SYMPTOMS, TREATMENTS, RISK FACTORS, PREVENTION, COMMUNITY RESOURCES.

DECISION MAKING AND TEEN PARENTING: RISK FACTORS, CHALLENGES, SHORT AND LONG TERM CONSEQUENCES, PREVENTION.

BIRTH CONTROL: LIST AND DEFINE METHODS (INCLUDING ABSTINENCE)

SAY "NO" & DEFENDING YOUR RIGHTS: WAYS TO SAY "NO" IN PRESSURE SITUATIONS, ASSERTIVE VS. PASSIVE COMMUNICATION, TAKING "NO" FOR AN ANSWER

HIV/AIDS: UNDERSTANDING RISK BEHAVIORS ASSOCIATED WITH TRANSMISSION, IDENTIFY ABSTINENCE AS SAFEST PROTECTION, EXPLAIN/DEMO STEPS FOR CORRECT CONDOM USE. (TEACHER & STUDENT DEMONSTRATION)

\*FLASH - FAMILY LIFE AND SEXUAL HEALTH

# WHY SEXUAL HEALTH EDUCATION IS IMPORTANT FOR OUR STUDENTS...

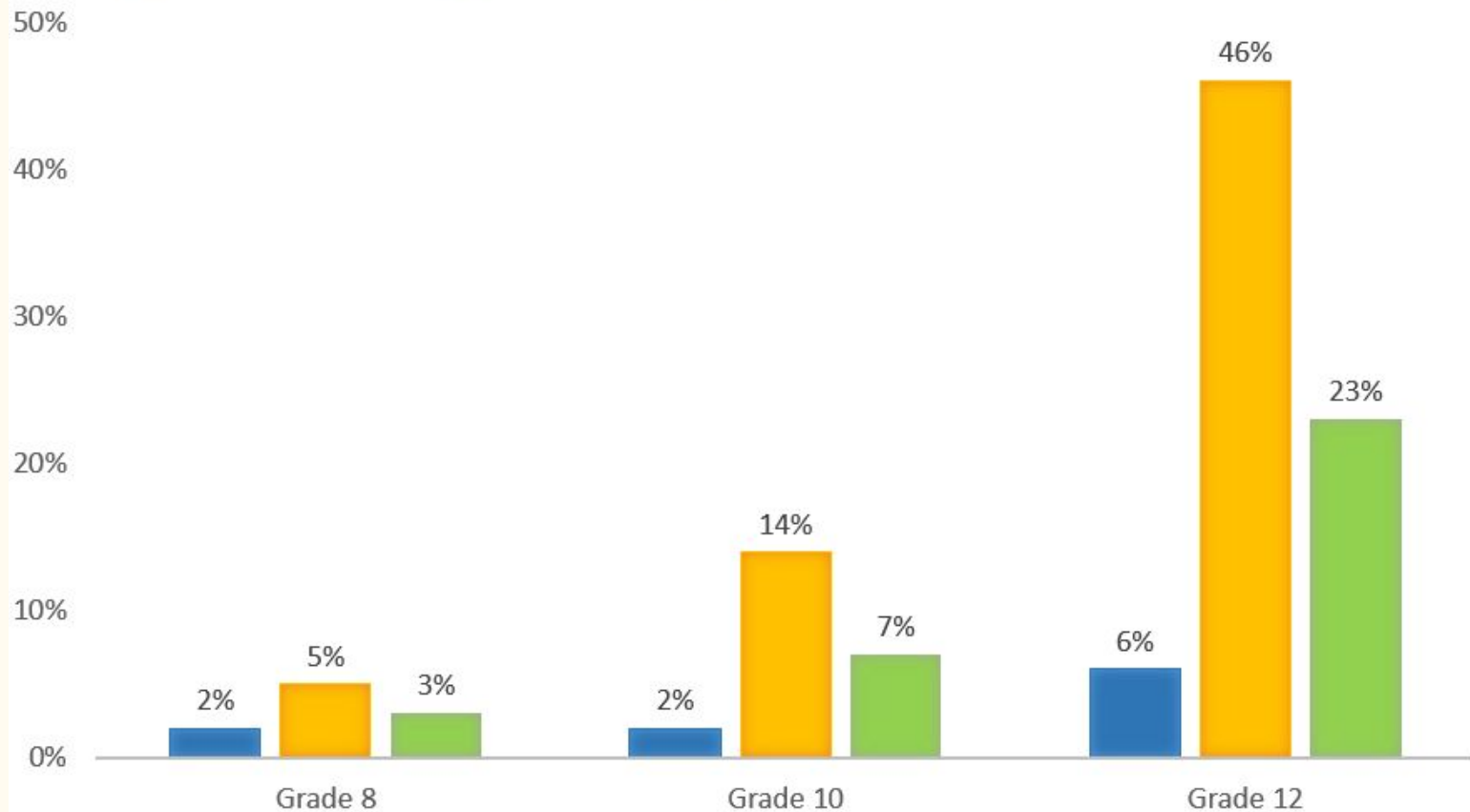
- SO YOUTH WILL APPROACH **PUBERTY** WITH EXCITEMENT RATHER THAN DREAD.
- SO YOUTH WILL **APPRECIATE THEIR BODIES** AND NOT ENGAGE IN DANGEROUS WEIGHT-MANAGEMENT AND COSMETIC REGIMES.
- SO YOUTH WILL BE ABLE TO MAKE AND KEEP FRIENDS AND **COMMUNICATE** THEIR NEEDS AND BOUNDARIES ASSERTIVELY.
- SO THOSE WHO HAVE BEEN **SEXUALLY ABUSED** WILL FEEL LESS ALONE, LESS TO BLAME, AND MORE INCLINED TO **REPORT THEIR ABUSE**.
- SO YOUTH WILL TREAT ONE ANOTHER **RESPECTFULLY**, REGARDLESS OF THEIR GENDERS, SEXUAL ORIENTATIONS, OR ANY OTHER PERSONAL CHARACTERISTICS, IN CLASS, BETWEEN CLASSES OR ON THE PLAYGROUND, AND WHEN THEY DATE ONE ANOTHER.

# WHY SEXUAL HEALTH EDUCATION IS IMPORTANT FOR OUR STUDENTS...

- SO YOUTH WILL KNOW HOW TO REDUCE THEIR RISKS OF **STDs (INCLUDING HIV)**, UNINTENDED PREGNANCY, BIRTH DEFECTS, INFERTILITY, DYSFUNCTION AND OTHER SEXUALITY-RELATED DIFFICULTIES.
- SO YOUTH WILL RECOGNIZE THE SYMPTOMS AND BE INCLINED TO **SEEK HEALTH CARE** FOR THESE KINDS OF DIFFICULTIES.
- SO YOUTH WILL PERFORM SELF BREAST- AND TESTICULAR **EXAMS** AND SEEK ROUTINE PREVENTIVE HEALTH CARE.
- SO YOUTH WILL KNOW WHERE TO FIND **ACCURATE INFORMATION** ABOUT SEXUAL HEALTH AS THEY GROW AND CHANGE THROUGHOUT THEIR LIVES.

## HEALTHY YOUTH SURVEY 2016 RESULTS

■ Had sex by age 13   ■ Ever had sex   ■ Did not use a condom during last sexual intercourse



# LESSON PLANS...

- CLIMATE SETTING
  - REPRODUCTIVE SYSTEM
  - PREGNANCY
  - UNDOING GENDER STEREOTYPES
  - HEALTHY RELATIONSHIPS
  - COERCION AND CONSENT
  - ONLINE SAFETY: SEXUAL VIOLENCE PREVENTION
- ABSTINENCE
  - BIRTH CONTROL METHODS
  - PREVENTING HIV AND OTHER STDs
  - CONDOMS TO PREVENT PREGNANCY, HIV AND OTHER STDs
  - TESTING FOR HIV AND OTHER STDs
  - COMMUNICATION AND DECISION MAKING
  - IMPROVING SCHOOL HEALTH

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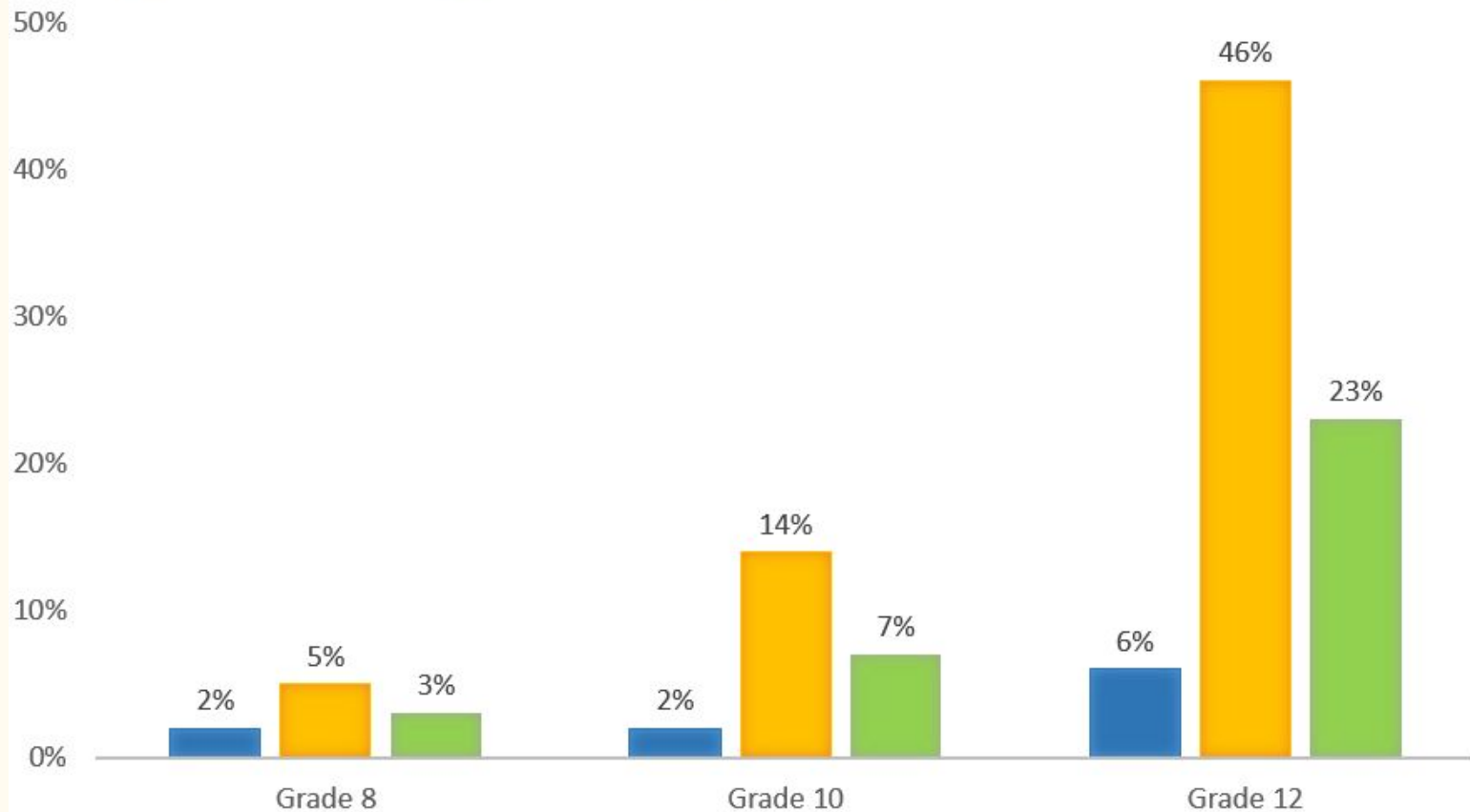
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- COMMUNICATION AND DECISION MAKING
- IMPROVING SCHOOL HEALTH

# AN OPPORTUNITY TO ENGAGE:

THE UPDATED FLASH CURRICULUM ADDED LESSONS ON SEXUAL ORIENTATION AND GENDER IDENTITY.

WE BELIEVE THAT IT IS IMPORTANT FOR PARENTS/GUARDIANS TO ENGAGE IN UNDERSTANDING THE WHAT AND WHY OF THOSE LESSONS, AND TO PROVIDE INPUT. FOR THIS REASON:

- THESE LESSONS WILL NOT BE USED AT THIS TIME.
- PARENTS WILL BE INVITED TO LISTENING POSTS IN MARCH OF 2019.

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# NEXT STEPS...

- FULL CURRICULUM FOR EACH GRADE LEVEL IS AVAILABLE FOR REVIEW IN THE MAIN OFFICE.
- OPT OUT ASSIGNMENTS WILL BE GIVEN TO ALLOW FOR STUDENTS TO RECEIVE CREDIT.
  - OPT OUT FOR THE WHOLE UNIT
  - OPT OUT FOR A SINGLE DAY
- OPT OUT FORMS MUST BE SUBMITTED BY OCT 31 FOR 1ST SEMESTER HEALTH STUDENTS.
  - SEE OR EMAIL YOUR STUDENT'S TEACHER FOR OPT OUT FORM

# WASHINGTON STATE SEXUAL HEALTH LAWS

RCW 28A.300.475

SEPTEMBER 1, 2008, EVERY PUBLIC SCHOOL THAT OFFERS SEXUAL HEALTH EDUCATION MUST ASSURE THAT SEXUAL HEALTH EDUCATION IS MEDICALLY AND SCIENTIFICALLY ACCURATE, AGE-APPROPRIATE, APPROPRIATE FOR STUDENTS REGARDLESS OF GENDER, RACE, DISABILITY STATUS, OR SEXUAL ORIENTATION, AND INCLUDES INFORMATION ABOUT ABSTINENCE AND OTHER METHODS OF PREVENTING UNINTENDED PREGNANCY AND SEXUALLY TRANSMITTED DISEASES.

RCW 28A.230.070

THE LIFE-THREATENING DANGERS OF ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS) AND ITS PREVENTION SHALL BE TAUGHT IN THE PUBLIC SCHOOLS OF THIS STATE. AIDS PREVENTION EDUCATION SHALL BE LIMITED TO THE DISCUSSION OF THE LIFE-THREATENING DANGERS OF THE DISEASE, ITS SPREAD, AND PREVENTION. STUDENTS SHALL RECEIVE SUCH EDUCATION AT LEAST ONCE EACH SCHOOL YEAR BEGINNING NO LATER THAN THE FIFTH GRADE.

IF YOU HAVE FURTHER QUESTIONS...



<http://bit.ly/2xwTU2X>

2018-2019

# Camas High School

## *Counselors*



**Mrs. Casteel  
A - Com**



**Mrs. Rollman  
Md-On & IAA**

**Mrs. Richardson  
Con - Gn**



**Mrs. Warta  
Oo-SI**

**Mrs. Liebe  
Go - Jo & MST**



**Mr. Witherspoon  
Sm-Z**

**Mrs. Lincoln  
Jp - Mc**



*We can help with...*



## Academic

High school planning  
Scheduling  
Study skills & techniques  
Organizational strategies  
Grade check-ins  
Credit recovery  
Graduation credit checks  
Forecasting

## Social / Emotional

Managing stress  
Grief & loss  
Mental health  
Family issues  
Relationships  
Conflict resolution  
Crisis intervention  
Community referrals

## College / Career

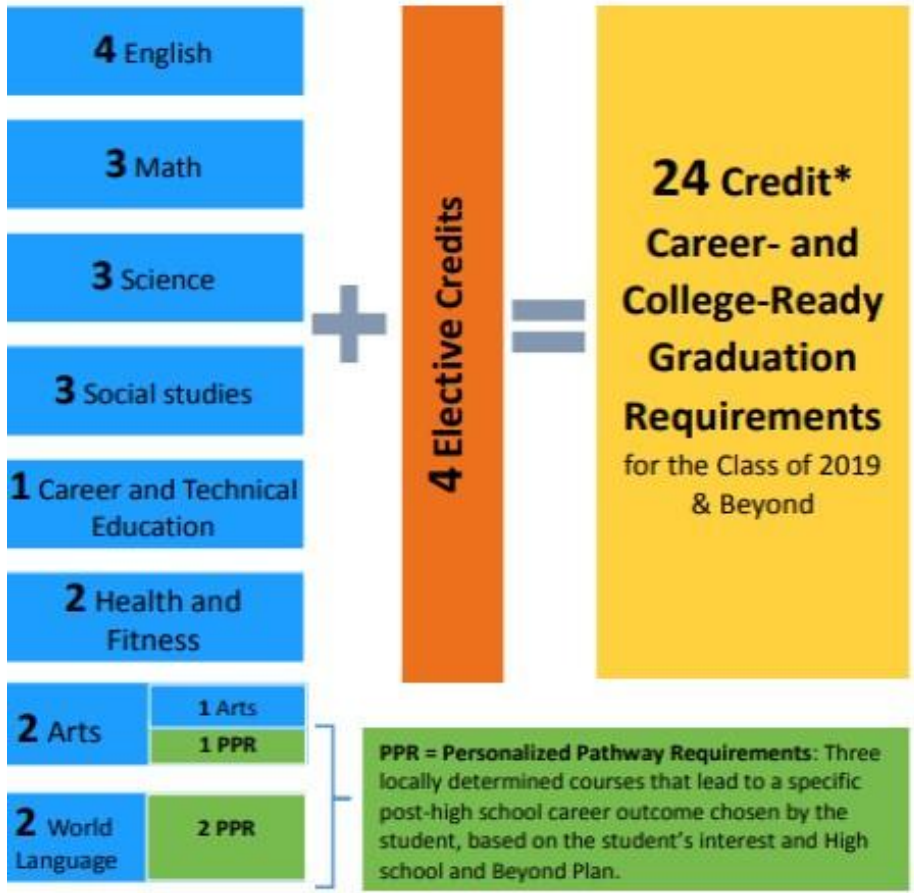
College in classroom  
AP Courses  
Running Start  
Cascadia Tech  
Financial Aid  
NCAA



Career Specialist

**Mrs. Onuoha**  
Career Center

$$17 + 3 + 4 = 24$$



Graduation Requirements:

- ★ 24 Credits
- ★ WA State History
- ★ Senior Project
- ★ English: SBA - ELA
- ★ Math: SBA
- ★ State Science test





# Personalized Pathway

- ★ A sequence of courses, chosen by the student, that prepare you to meet your graduation requirements and specific post-high school career or educational goals.
- ★ Created in collaboration between the student, parent/guardian/ and school counselor
- ★ An additional 1 Fine Arts and 2 World Language courses are required unless replaced by “Personalized Pathway” courses that are chosen in your 4 year course plan based on the students career and educational goals.
- ★ Those three choices along with 4 electives and 17 core courses complete the 24 credits needed for the diploma

# High School & Beyond Plan

## MY PERSONALIZED PATHWAY REQUIREMENT (PPR) WORKSHEET

### Definition of Personalize Pathway

- ▶ A sequence of courses, chosen by you, that prepare you to meet your graduation requirements and specific post-high school career or educational goals.
- ▶ Created in collaboration between you, your parent/guardian, and school counselor (teachers and administrators can also be part of the process).
- ▶ \*An additional 1 Fine Arts and 2 World Language courses are required, unless replaced by "Personalized Pathway" courses you choose in your 4-year course plan based on your career interest and educational goals.
- ▶ These 3 choices along with 4 electives and 17 core courses complete your 24 credits needed for the career- and college-ready diploma.

1. For my PP courses, based on my career interests and educational goals, I plan to take these courses to meet graduation requirements:

For 2 Fine Art **or** 1 Fine Art (one Fine Art is required to graduate) I plan to take \_\_\_\_\_.

For 2 World Language **or** No World Language. I plan to take these 2 courses  
\_\_\_\_\_ and \_\_\_\_\_.

2. How does my career interest connect with the courses I am taking or plan to take?
3. How do the courses I am taking or plan to take connect with my career pathway or college major?
4. What are the steps I need to take to reach my postsecondary plan successfully?
5. Who will I work with about my goals, plan and course choices and what is my timeline for making a decision about my plan to graduate on time and my postsecondary aspirations?
6. What if I change my mind along the way? Who will I talk with about revising my plan?