

Middle School | Adopted Sexual Health Outcomes (Draft)

Topic 1: Anatomy, Reproduction, and Pregnancy

- Identify parts of the reproductive systems. (H1.Se1.6)
- Describe reproductive systems including body parts and functions. (H1.Se1.7a)

Topic 2: Puberty and Development

- Describe the physical, social, mental, and emotional changes that occur during adolescence. (H1.Se2.8)

Topic 3: Self-Identity

- Understand the range of gender roles, identity, and expression across cultures. (H2.Se3.6)
- Distinguish between biological sex, gender identity, gender expression, and sexual orientation. (H1.Se3.7)

Topic 4: Prevention

- List and describe commonly used methods of birth control, including abstinence. (H1.Se4.7a)
- Describe methods to prevent the transmission of STDs/HIV, including abstinence. (H1.Se4.7b)
- Understand that all STDs are treatable and many are curable. (H1.Se4.7c)
- Identify medically accurate information about STDs. (H3.Se4.7)

Topic 5: Healthy Relationships

- Explain importance of talking with a family member and other trusted adults about relationships. (H3.Se5.6)
- Identify ways to communicate effectively in a variety of relationships. (H1.Se5.6a)
- Recognize that everyone has the right to set boundaries based on personal values. (H1.Se5.6b)
- Describe characteristics of healthy and unhealthy relationships. (H1.Se5.7)
- Demonstrate communication skills that foster healthy relationships. (H4.Se5.7a)
- Explain importance of setting personal boundaries and showing respect for the boundaries of others. (H4.Se5.7b)

Topic 6: Washington State Laws

- Identify laws related to accessing sexual health care services. (H1.Se6.7a)
- Define sexual offenses as they relate to state law. (H1.Se6.7b)
- Identify consequences of sharing sexually explicit pictures or messages. (H1.Se6.7c)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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

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

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

