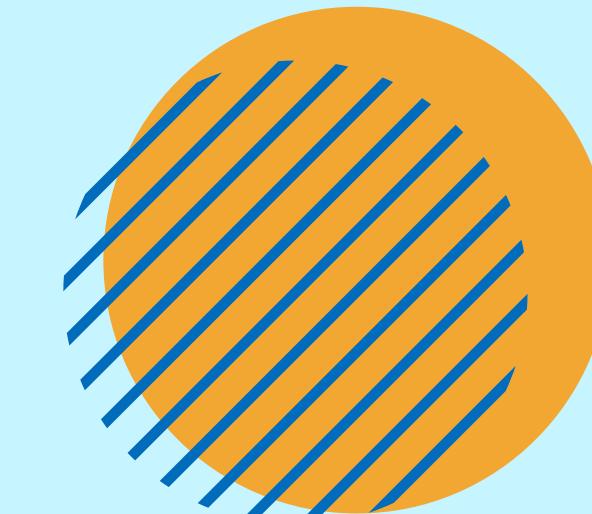
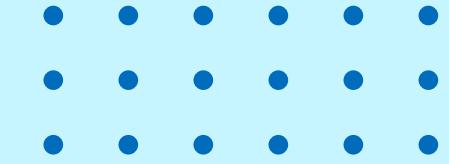


ASD Health Curriculum Adoption

2025-26

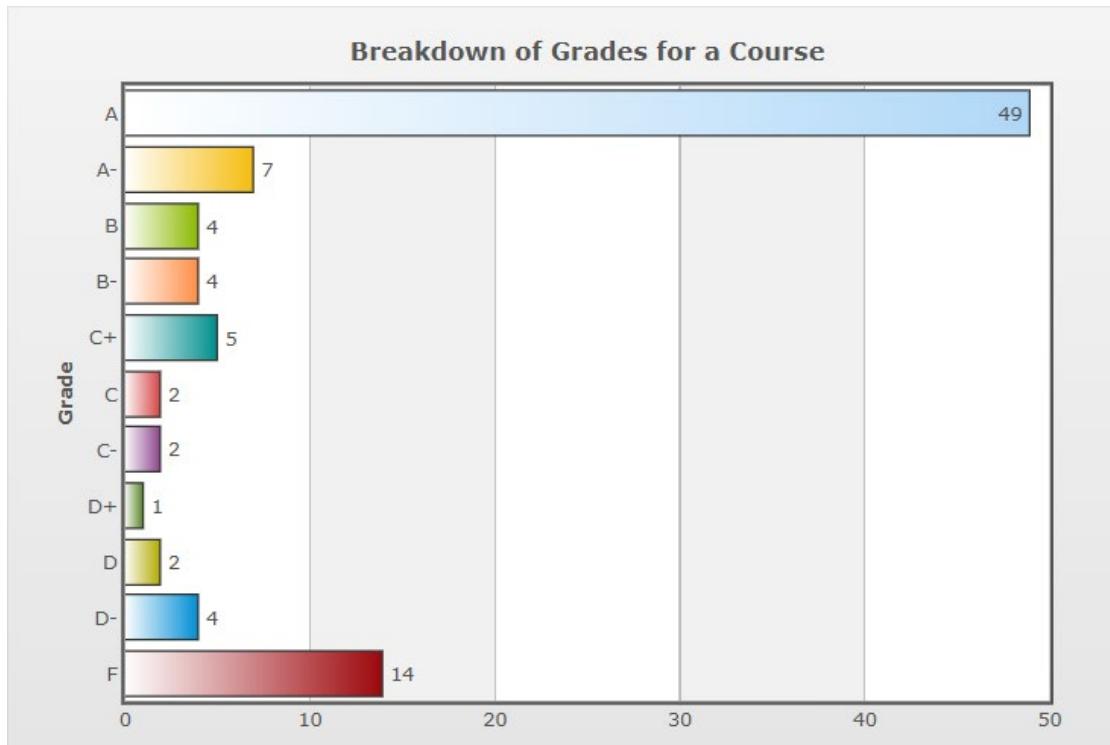
Committee
Members

- Becca Laroj-AHS
- Hillary Cusenza-AHS
- Ericka Beck-Brattin-Trails
- Susan Holt-AMS
- Charlie Henry-WW
- Amanda Lacy-Walker/AHS
- Alex DeSantis-Student Services

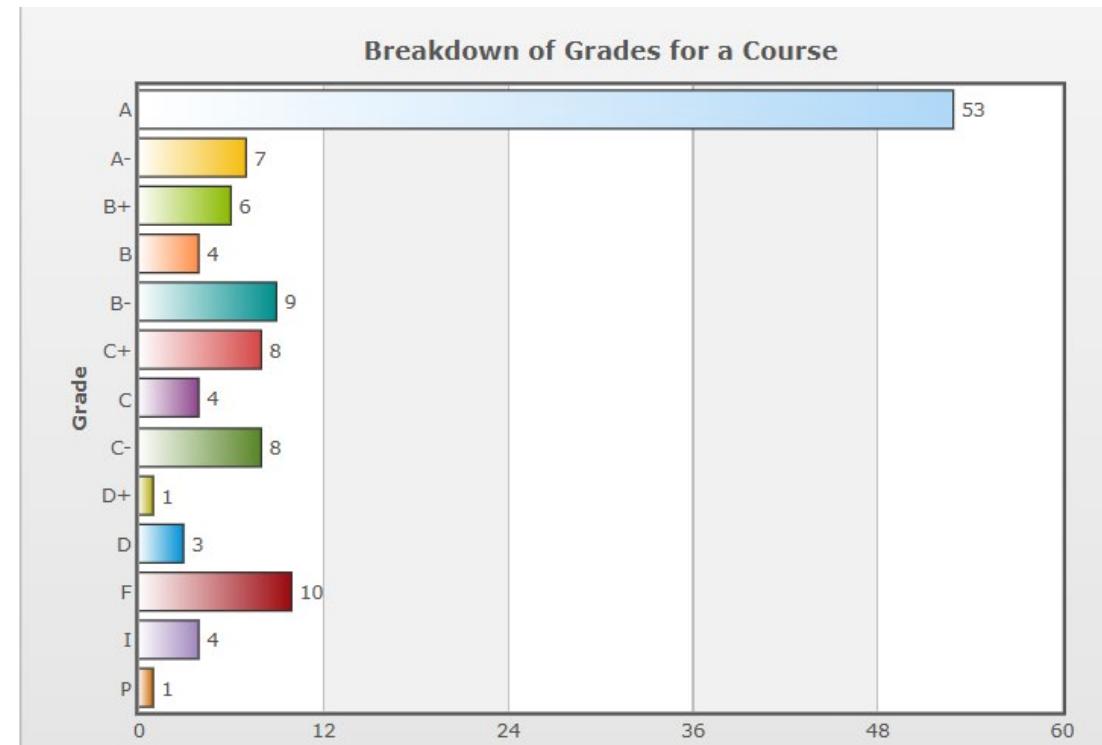


Student Data-Personal Health 10th

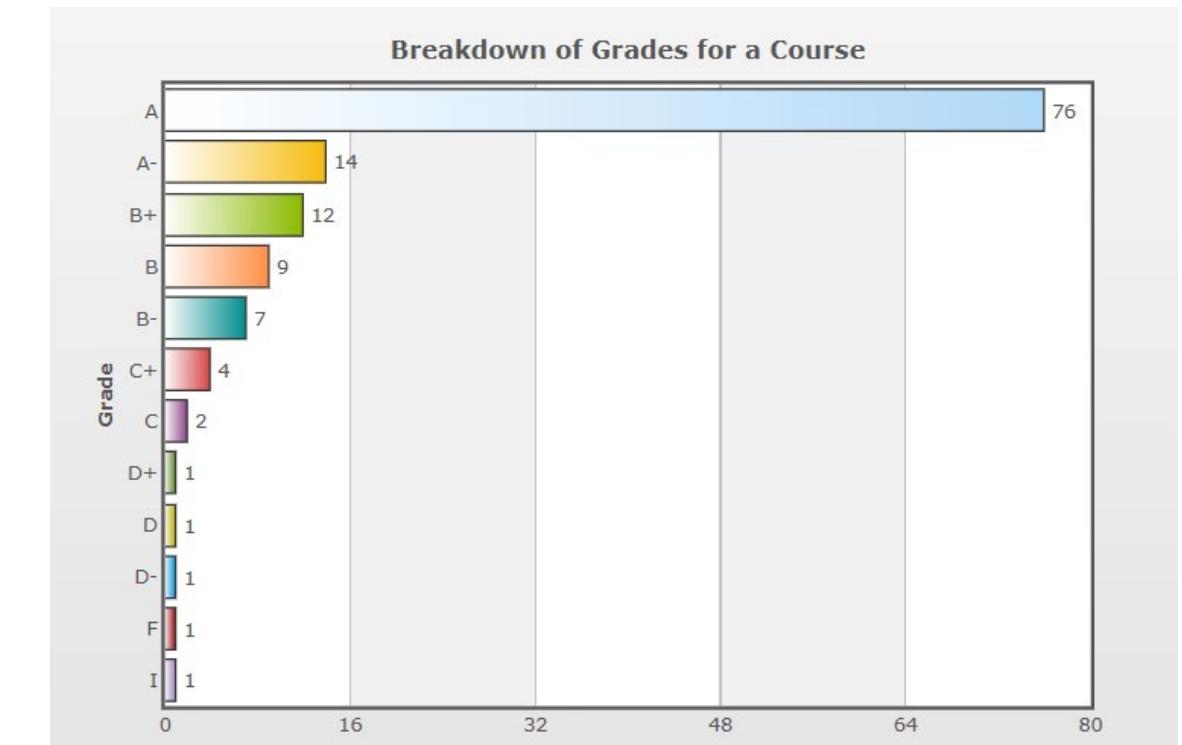
S1 23/24



S2 23/24

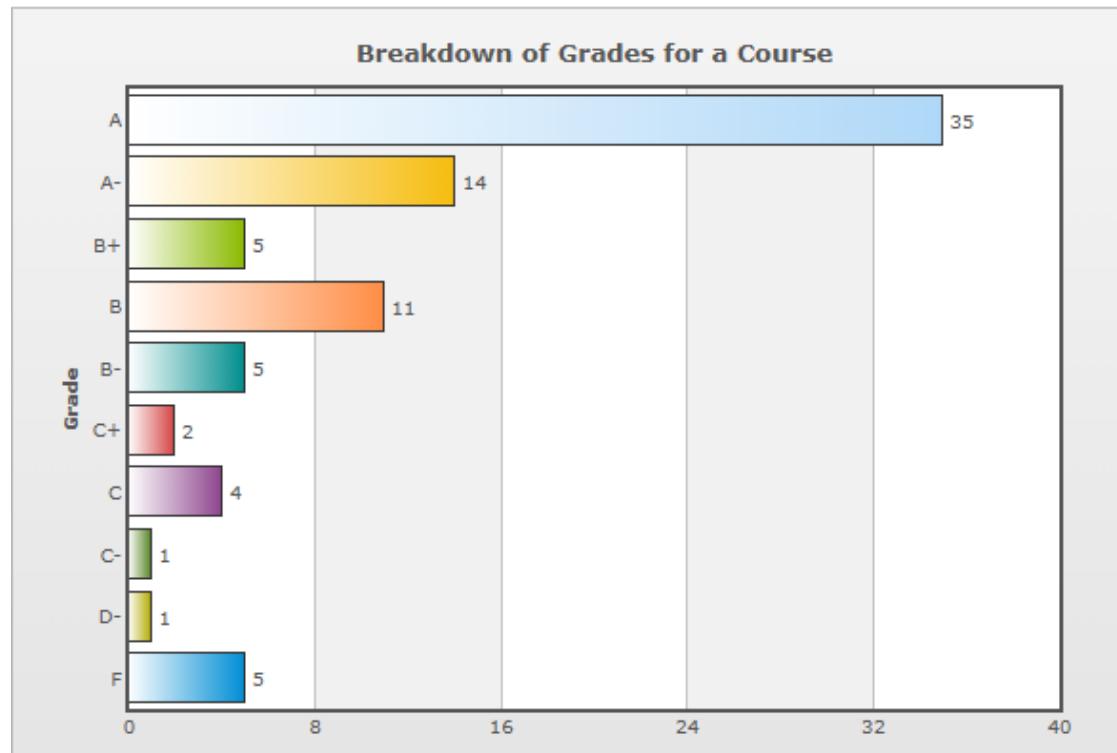


S1 25/26

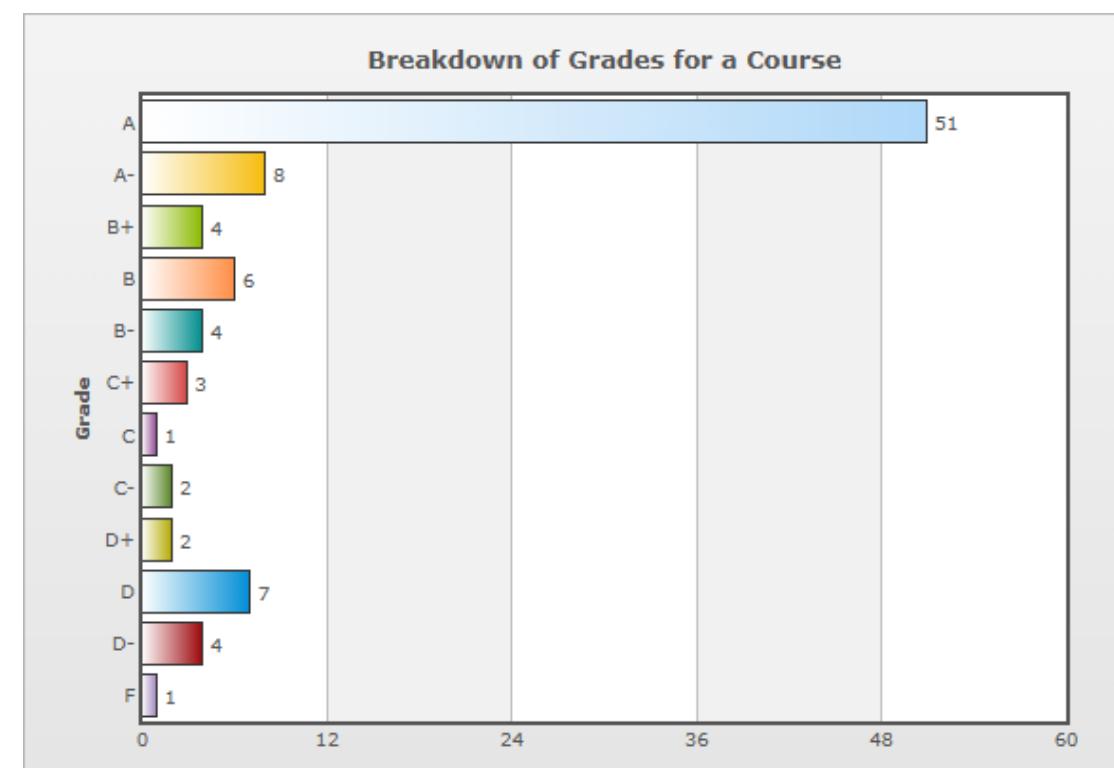


Student Data-Family Health 11th

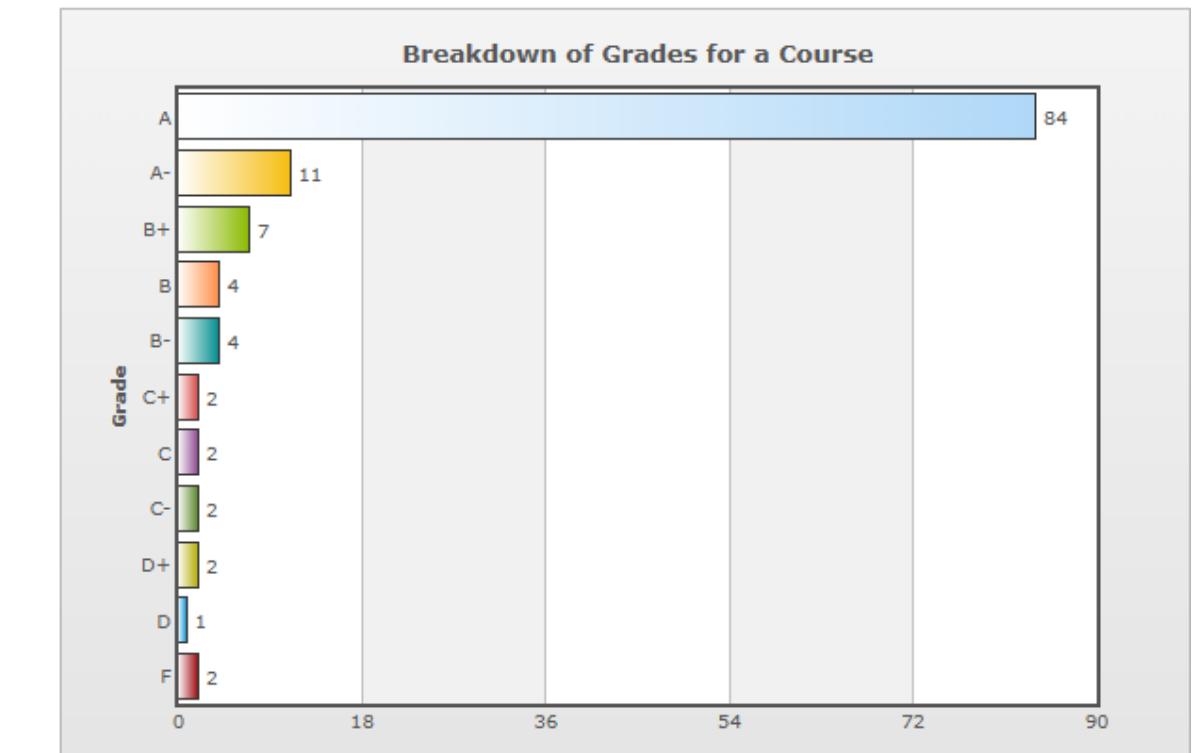
S1 24/25



S2 24/25

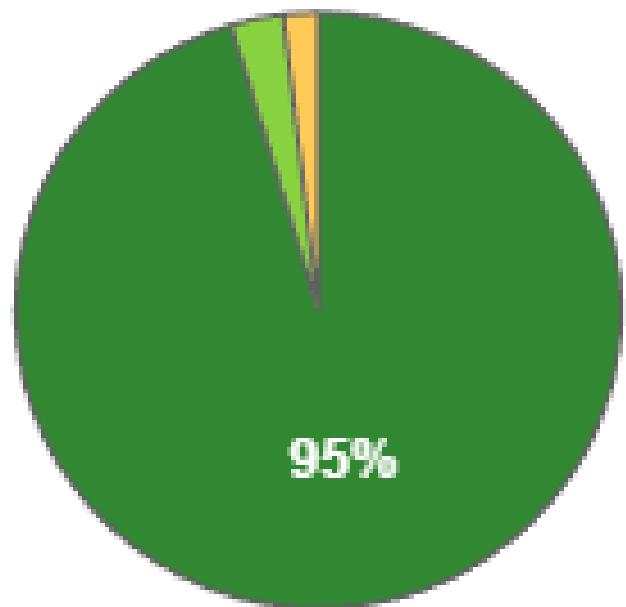


S1 25/26

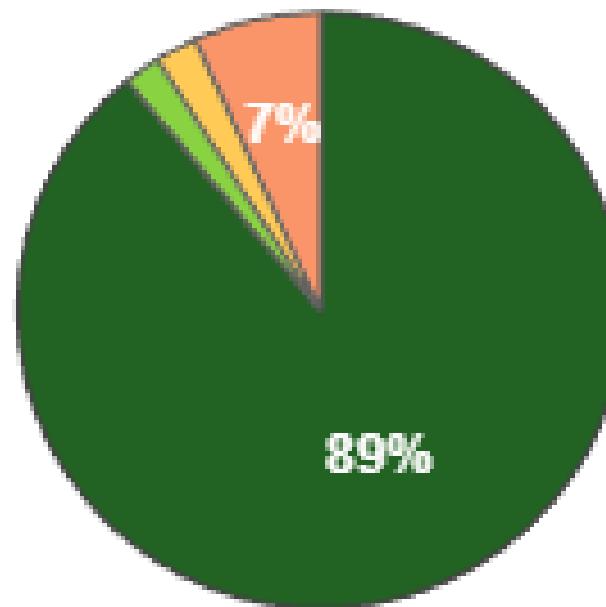


Student Data-Wellness 6/7/8th

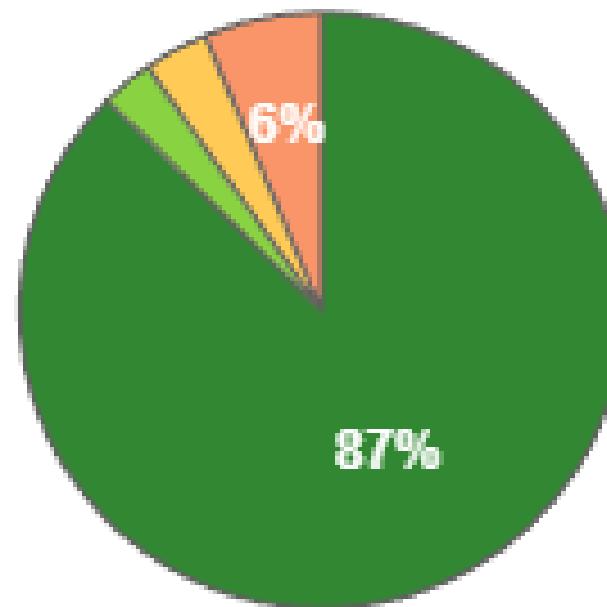
T1 24/25



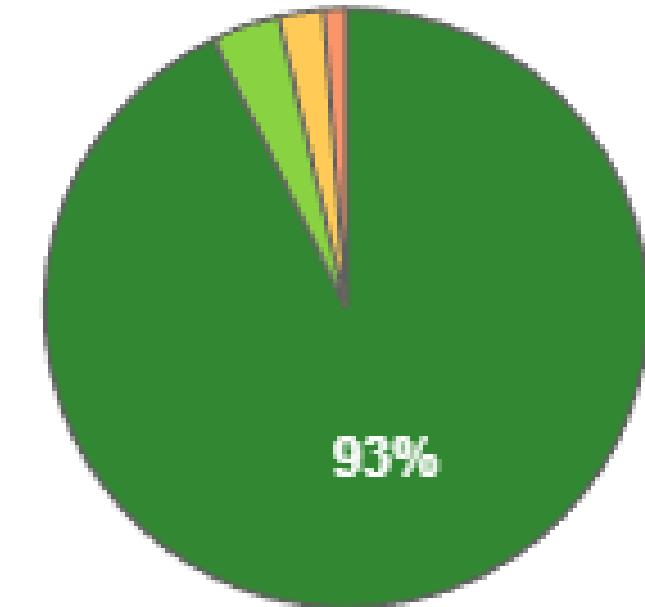
T2 24/25



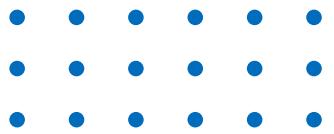
T3 24/25



T1 25/26



ODE 2023 Health Standards

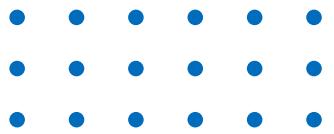


Topic Areas

- Wellness and Health Promotion
- Safety and First Aid
- Substance Use, Misuse, and Abuse
- Food, Nutrition, and Physical Activity
- Social, Emotional, and Mental Health
- Healthy Relationships and Violence/Abuse Prevention
- Growth and Development
- Sexual and Reproductive Health



ODE 2023 Health Standards

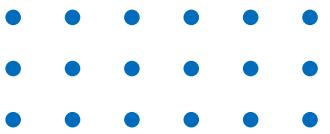


Key Skills:

- Analyzing Influences
- Accessing Valid Health Information
- Interpersonal Communication
- Decision-Making
- Goal Setting
- Health and Safety Practices
- Advocacy



ODE 2023 Health Standards



Additional Considerations:

- Tribal History/Shared History
- Oregon Transformative Social Emotional Learning
- Erins Law
- Opioid Prevention Lessons

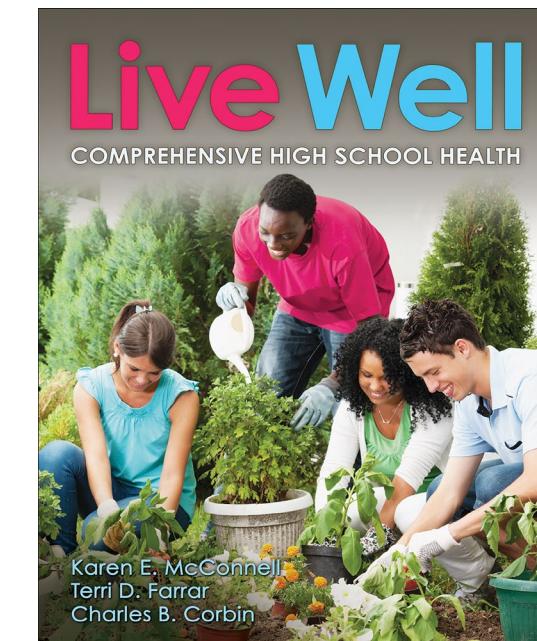


Materials Review

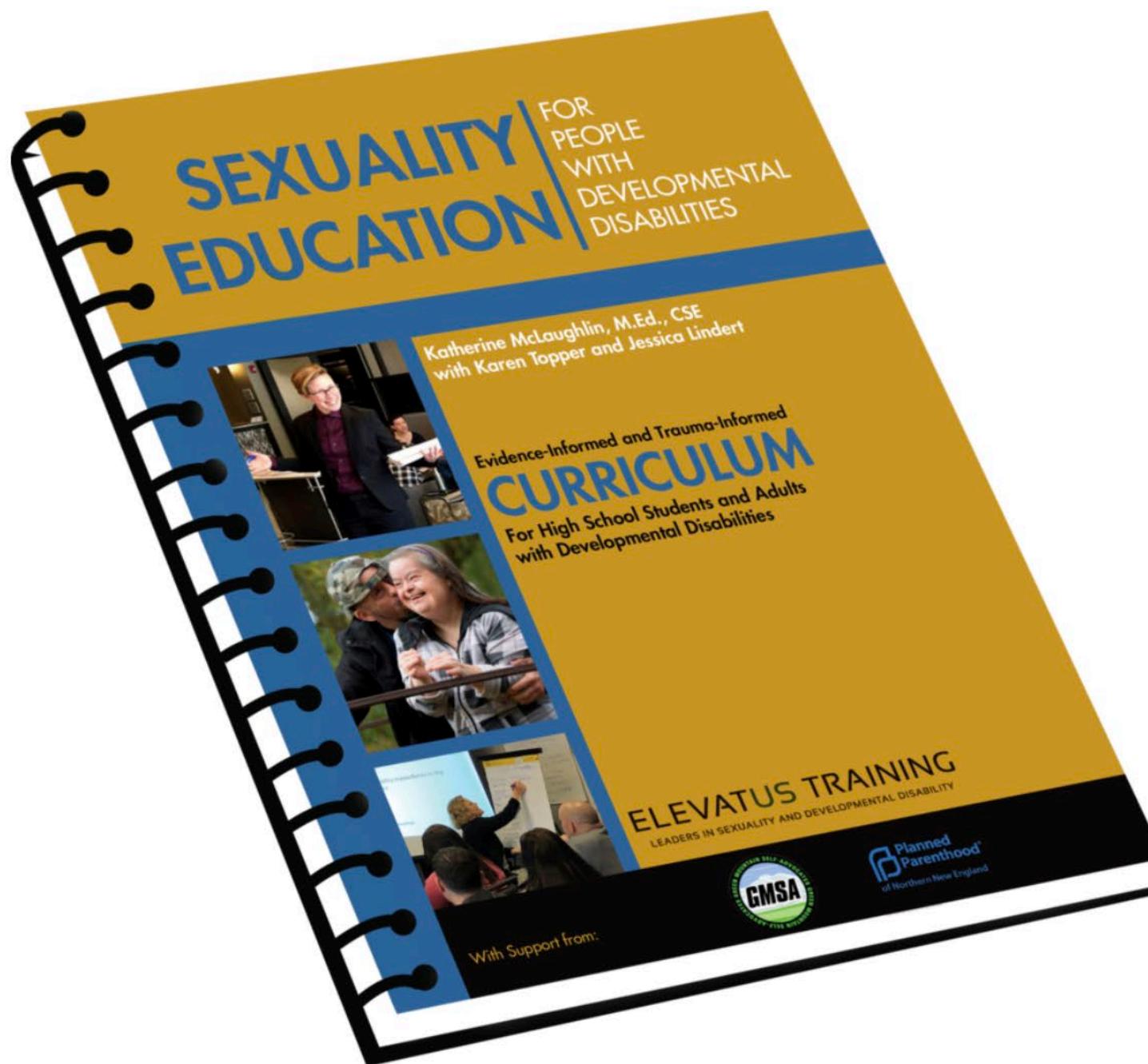
K-5: The Great Body Shop by Children's Health Market

6-8: Live Well Middle School Health by Human Kinetics
The Great Body Shop by Children's Health Market

9-12: Live Well Comprehensive High School Health



Everything You Need to Teach an Effective, Engaging Sexuality Class



This **one-of-a-kind** curriculum has been field-tested and praised by experts and laypeople alike. It's cognitively accessible and designed for teams of self-advocates, staff, and teachers to co-lead an inspiring and engaging sexuality class.

Included with the curriculum is a **comprehensive Instructor Manual** that provides tips on how to establish a sexuality education class and how to be an effective, engaging sexuality educator. It also outlines common challenges when teaching this topic and offers innovative strategies to help overcome them.

- ✓ Evidence-Informed. Read our [1-page summary \(PDF\)](#) of an independent assessment or the [full 32-page report \(PDF\)](#).
- ✓ Trauma-Informed.
- ✓ Suitable for high school through adult.
- ✓ Includes internet, social media, inclusive language, and all gender identities and expressions.

Decision Making Matrix

K-12 Health Curriculum Review Checklist

Curriculum: _____ Grade Level: _____ Reviewer: _____ Date: _____

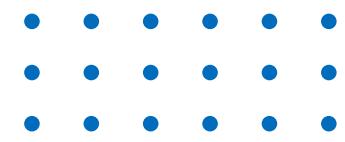
Rating Scale: 3 = Strong | 2 = Adequate | 1 = Weak

| Criteria | (1-3) | Notes/Evidence |
|---|-------|----------------|
| 1. ALIGNMENT AND CONTENT | | |
| Aligns with Oregon Health Education Standards | | |
| Covers topic areas | | |
| <ul style="list-style-type: none">Wellness and Health Promotion (WHP)Safety and First Aid (SFA)Substance Use, Misuse, and Abuse (SUB)Food, Nutrition, and Physical Activity (FNP)Social, Emotional, and Mental Health (SEM)Healthy Relationships and Violence/Abuse Prevention (HRVP)Growth and Development (GD)Sexual and Reproductive Health (SRH) | | |
| Develops health literacy and essential skills | | |
| <ul style="list-style-type: none">Analyzing InfluencesAccessing reliable resourcesCommunicationDecision-MakingGoal settingHealth and Safety PracticesAdvocate for Healthy Behaviors | | |
| Age-appropriate/ developmentally appropriate | | |
| Scientifically and medically accurate | | |

| Criteria | (1-3) | Notes/Evidence |
|--|-------|----------------|
| 2. INSTRUCTION | | |
| Meaningful, skill-based activities with real-world connections | | |
| Trauma Informed (avoids scare tactics and stigma, uses strength-based language). | | |
| Well-organized and easy to navigate | | |
| Accessible teacher guides | | |
| Flexible lessons with a variety of assessment methods | | |
| Family engagement tools | | |
| 3. EQUITY & ACCESS | | |
| Multiple formats and readability levels | | |
| Support for diverse learners | | |
| Represents diverse cultures, races, and abilities | | |
| Free from stereotypes and bias | | |
| Culturally responsive with inclusive practices/materials | | |

Total Score: ____ / 48

Highly Recommended (40-48) Recommended (32-39) Not Recommended (<32)



Next Steps

- 01 Committee members review/score materials independently
- 02 Committee meets to share notes and discuss.
- 03 Bring proposal to School Board

