

Keller School District #3

Curriculum Plan to Meet WA State CSHE Requirements

Grade	WA State CSHE Requirement	Keller's Proposed SEL/CSHE Curriculum	Keller s Proposed HIV Curriculum
	Advised Learning Standards https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf		(Required Annually 5th thru 12th)
Kindergarten (From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475 Beginning 2022-2023 CSHE must be provided: - Once to students in K thru 3	<u>SEL</u> <i>(WA State Health Education K-12 Learning Standards pp.35-36)</i> 1. <u>Self-Esteem</u> - <i>Understand Positive Self-Talk</i> 2. <u>Stress Mgmt</u> - <i>ID characteristics of stress</i> 3. <u>Expressing Emotion</u> - <i>ID diff kinds of emotions; ID appropriate ways to express/manage emotions</i> 4. <u>Harassment/Intimidation/Bullying</u> - <i>Recognize bullying/teasing; recognize appropriate responses to bullying/teasing</i>	-“Character Counts” (presented by teacher throughout the year) -Book: “I Said No!- A Kid-to-Kid Guide to Keeping Private Parts Private” By, Zach & Kimberly King (presented by nurse)	N/A
1st Grade (From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475 Beginning 2022-2023 CSHE must be provided: - Once to students in K thru 3	<u>SEL</u> <i>(WA State Health Education K-12 Learning Standards pp.35-36)</i> 1. <u>Self-Esteem</u> - <i>Compare/Contrast pos & neg self-talk</i> 2. <u>Stress Mgmt</u> - <i>Recognize pos/neg effects of stress; ID basic stress mgmt technique</i> 3. <u>Expressing Emotion</u> - <i>Describe appropriate ways to express emotions; recognize importance of being sensitive to other's feelings</i> 4. <u>Harassment/Intimidation/Bullying</u> - <i>Distinguish between bullying & teasing; discuss harmful effects of bullying/teasing;</i>	-“Character Counts” (presented by teacher throughout the year) -Book: “I Said No!- A Kid-to-Kid Guide to Keeping Private Parts Private” By, Zach & Kimberly King (presented by nurse)	N/A

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	<i>list ways to respond appropriately to bullying/teasing</i>		
<p>2nd Grade</p> <p>(From RCW 28A.300.475)</p> <p>https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475</p> <p>Beginning 2022-2023 CSHE must be provided: -<u>Once</u> in grades K thru 3</p>	<p><u>SEL</u> (From WA State Health Education K-12 Learning Standards pp.35-36)</p> <ol style="list-style-type: none"> 1. <u>Self-Esteem</u>- Understand Positive Self-Talk 2. <u>Stress Mgmt</u>- ID characteristics of stress 3. <u>Expressing Emotion</u>- ID diff kinds of emotions; ID appropriate ways to express/manage emotions 4. <u>Harassment/Intimidation/Bullying</u>- Recognize bullying/teasing; recognize appropriate responses to bullying/teasing 	<p>-“Character Counts” (presented by teacher throughout the year)</p> <p>-Book: “I Said No!- A Kid-to-Kid Guide to Keeping Private Parts Private” By, Zach & Kimberly King (presented by nurse)</p>	N/A

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<p>3rd</p> <p>(From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475</p> <p>Beginning 2022-2023 CSHE must be provided: -Once in grades in K thru 3</p>	<p><u>SEL</u> <i>(From WA State Health Education K-12 Learning Standards pp.35-36)</i></p> <ol style="list-style-type: none"> 1. <u>Self-Esteem</u>- <i>Define self-esteem; ID characteristics of healthy self-esteem; understand self-esteem can be enhanced by working thru challenges</i> 2. <u>Body Image</u>- <i>ID pos/neg influences on body image</i> 3. <u>Stress Mgmt</u>- <i>Explain how the body reacts to stress; ID personal stressors; ID strategies to manage personal stress</i> 4. <u>Expressing Emotion</u>- <i>Describe importance of being aware of one's own feelings; ID characteristics of self-control</i> 5. <u>Harassment/Intimidation/Bullying</u>- <i>Demo how to respond appropriately to bullying or teasing; ID benefits of intervening and disadvantages of being a bystander; recognize harassment/intimidation</i> 	<p>-“Character Counts” (presented by teacher throughout the year)</p> <p>-Book: “The Technology Tail: A Digital Footprint Story” By, Julia Cook (presented by nurse)</p>	<p>N/A</p>
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<p>4th</p> <p>(From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475</p> <p>Beginning 2022-2023 CSHE must be provided: -Once in grades 4 through 5</p>	<p><u>SEL</u> <i>(From WA State Health Education K-12 Learning Standards pp.35-36)</i></p> <ol style="list-style-type: none"> 1. <u>Self-Esteem</u>- <i>Compare/contrast high/low self-esteem; understand the connection between self-esteem and healthy decision-making</i> 2. <u>Body Image</u>- <i>Understand influences of family, culture & media on body image</i> 3. <u>Stress Mgmt</u>- <i>Explain emotional reactions to stress; describe relationship between attitude & stress; explain how stress mgmt techniques positively impact health</i> 4. <u>Expressing Emotion</u>- <i>Explain how expression of emotions may impact others; understand how to express empathy</i> 5. <u>Harassment/Intimidation/Bullying</u>- <i>Compare/contrast bullying, teasing, harassment & intimidation; Demo how to respond appropriately to bullying, harassment & intimidation</i> 	<p>-“Character Counts” (presented by teacher throughout the year)</p> <p>-Book: “The Technology Tail: A Digital Footprint Story” By, Julia Cook (presented by nurse)</p>	<p>N/A</p>
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<p>5th</p> <p>(From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475</p> <p>Beginning 2022-2023 CSHE must be provided: -Once in grades 4 through 5</p>	<p><u>SEL</u> <i>(See WA State Health Education K-12 Learning Standards pp.35-36)</i></p> <p><u>CSHE</u> <i>(From WA State Health Education K-12 Learning Standards pp.28-30)</i></p> <ol style="list-style-type: none"> 1. <u>A&P</u>- <i>Understand Functions of reproductive systems</i> 2. <u>Growth & Development</u>- <i>ID ways to manage physical, social & emotional changes that occur during puberty; describe how puberty & physical development can vary considerably</i> 3. <u>Reproduction</u>- <i>Recognize puberty prepares the body for reproduction</i> 4. <u>Self-Identity</u>- <i>Describe how media, society, & culture can influence ideas regarding gender, roles, identity & expression; promote ways to show respect to all people; ID trusted adults to ask questions about gender identity and sexual orientation</i> 5. <u>Healthy Relationships</u>- <i>Describe characteristics of healthy friendships and other relationships; explain importance of communicating with trusted adults about relationships; demo positive ways to communicate differences of opinion & feelings while maintaining relationships; understand ways family, friends & peers can have a pos/neg influence on relationships</i> 	<p><u>SEL</u> -“Character Counts” (presented by teacher throughout the year)</p> <p><u>CSHE</u> -Videos: (all videos presented by nurse)</p> <p>Girl’s Video: “Always Changing and Growing Up- Girls Puberty Education” https://www.youtube.com/watch?v=gv21b3ZpSLg</p> <p>Boy’s Video: “Always Changing and Growing Up- Boys Puberty Education” https://www.youtube.com/watch?v=2XF0awGRTWs</p> <p>Co-Ed Video: “Always Changing and Growing Up- Co Ed Puberty Education” https://www.youtube.com/watch?v=Bw1N06PKhu4</p>	<p><u>HIV Prevention</u> <i>(From WA State Health Education K-12 Learning Standards p.28)</i></p> <p>-Define HIV; ID methods of transmission & prevention of HIV</p> <p>-Video: Redefine Positive- “HIV and Me: Marissa’s Story” https://www.youtube.com/watch?v=S2J7bH1JQ40 (presented by nurse)</p>
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<p>6th</p> <p>(From RCW 28A.300.475) https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475</p> <p>Beginning 2022-2023 CSHE must be provided: -Twice in grades 6 through 8</p>	<p><u>SEL</u> <i>(See WA State Health Education K-12 Learning Standards pp.38-40)</i></p> <p><u>CSHE</u> <i>(From WA State Health Education K-12 Learning Standards pp.31-34)</i></p> <ol style="list-style-type: none"> 1. <u>A&P, reproduction & pregnancy</u>- <i>ID parts of the reproductive systems</i> 2. <u>Puberty & Development</u>- <i>ID physical, social, mental & emotional changes that occur during puberty.</i> 3. <u>Self-Identity</u>- <i>Understand the range of gender roles, identity and expression across cultures</i> 4. <u>Healthy Relationships</u>- <i>Explain importance of talking with a family member & other trusted adults about relationships; ID ways to communicate effectively in a variety of relationships; recognize that everyone has the right to set boundaries based on personal values</i> 5. <u>Washington State Laws</u>- <i>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</i> 	<p>-“Character Counts” (presented by teacher throughout the year)</p> <p>-Book: “Consent (For Kids!): Boundaries, Respect, and Being in Charge of YOU” By, Rachel Brian (E-Book presented by nurse)</p>	<p><u>HIV Prevention</u> <i>(From WA State Health Education K-12 Learning Standards p.32)</i></p> <p>-Prevention-</p> <ol style="list-style-type: none"> 1. Define abstinence & explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs) including HIV 2. Explain how STDs are transmitted & prevented 3. ID examples of protective factors & risk behaviors <p>-Video: Redefine Positive- “Understanding HIV/AIDS: Learning the Facts, Fight the Stigma, Stay Safe” (Using 1st half of video thru minute 11:40) https://www.youtube.com/watch?v=ZixbZVnvt4E (presented by nurse)</p>
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