

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Oregon Health Education Standard's Benchmarks

Date: 8/24/12

Staff/Office: Brad Victor/OSL&P

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD:

In accordance with ORS 329.045, Periodic Review and Revision of State Academic Content Standards Review, Oregon Health Education Standard's Benchmarks were reviewed and revised to reflect changes and revisions in Oregon Law since the last revision in 2006 (State Board adoption Jan. 2007).

BACKGROUND: The State Board of Education has the responsibility of approving state academic content standards (ORS 329.045) in the areas of math, science, English, history, geography, economics, civics, physical education, health, the arts and second languages. Oregon Department of Education staff review and revise each topic every seven years, or earlier if needed.

This year, the Health Education Content Standard's Benchmarks/Grade Level Maps were subjected to the review process.

These proposed revisions are the result of a 3-month review process involving the following partners:

- Tanya Frisendahl – Health-Physical Education Specialist, Oregon Department of Education
- Joyce Dougherty – Director, Child Nutrition Program, Oregon Department of Education
- Nancy Greenman – Oregon Sexual Assault Task Force
- Molly Franks – Sexuality Education Specialist, Multnomah County Health Dept.
- Kris Gowen – Researcher, Regional Research Institute, Portland State University
- Healthy Kids Learn Better Coalition
- Oregon Teen Pregnancy Task Force
- Oregon Youth Sexual Health Partnership
- Isabelle Barbour- School Health Coordinator, Adolescent Health Section, Oregon Public Health Division
- Gigi Sims¹* – Elementary PE/Health Specialist, Corvallis School District
- Catherine Weeks* – Middle School Health Teacher, Corvallis School District
- Michelle Dahl* – Middle School Health Teacher, Salem-Keizer School District
- Trish Ebbs* – High School Health Teacher, Salem-Keizer School District
- Dawn Graf-Haight* – Professor, Health Education, Linfield College

In considering these proposed revisions, the following documents were reviewed:

- Relevant Oregon Revised Statutes passed in to law and/or revised since 2006
- Relevant Oregon Administrative Rules adopted by the State board of Education and/or revised since 2006
- National Sexuality Education Standards, released January 2012
- Oregon Youth Sexual Health Plan, released 2009

In addition, language was revised to reflect a heightened focus of skills-based instruction, technological changes, and cultural relevance.

¹ Members of the Health Kids Learn Better Cadre

POLICY QUESTIONS: No policy questions at this time. These revisions follow requirements of ORS 329.045 and will provide clarity for Oregon school districts during the development and implementation process of Health Education school-level programs, K-12. If policy questions arise prior to anticipated Board adoption in October 2012, ODE staff will inform the Board accordingly.

STAFF RECOMMENDATION:

Adopt in October the Oregon Health Education Standard's Benchmarks as prepared,

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain the benefits of a tobacco-free environment.	Identify tobacco-free signage within the school environment. (Essential)						Advocate for a tobacco-free environment.
State reasons why young people choose not to use alcohol, tobacco, and other drugs.			Recognize the influences that persuade young people to abstain from alcohol and tobacco use.				
Identify that alcohol and tobacco are harmful to one's health.				Demonstrate refusal skills around the use of alcohol, tobacco, and other drugs.			
Identify that secondhand smoke is harmful to personal health.		Demonstrate ways to avoid secondhand smoke.					

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe appropriate use of 'over the counter' and prescription drugs.	Identify appropriate person(s) to dispense medication to children.						
Describe school policies about alcohol, tobacco, 'over the counter' and prescription medication use.				Practice reporting use/misuse of 'over the counter' and prescription drugs to trusted adults. (Essential)			

Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)
 581-022-1210 District Curriculum and instruction in the areas of prevention education in drugs and alcohol (K-12)
 581-021-0110 Tobacco Free Schools (K-12)
 333-015-0040 "No Smoking" Signs (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PREVENTION AND CONTROL OF DISEASE

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain ways to prevent communicable and non-communicable disease and understand the difference.		Demonstrate strategies for effective personal health care.				Use the decision making model to make healthy decisions for preventing disease.	
Identify important personal health care practices that prevent the spread of communicable disease (including HIV/AIDS, and Hepatitis B and C).					Develop personal goals to prevent the spread of communicable diseases.		Share strategies for preventing the spread of communicable disease to others.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

581-022-1210 K-12 Plan of Instruction Based on the Common Curriculum Goals (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify sources of air and water pollution.	Access information on how air and water pollution affects health.						Encourage family and community members to adopt healthy environmental practices.
Identify ways to reduce exposure to the sun.		Demonstrate ways to protect oneself from ultraviolet radiation (sun) and other harmful substances.					
Identify ways to reduce exposure to potentially harmful toxic substances including second smoke.					Set a goal for creating a healthy environment and reduced exposure to a potentially harmful substance at home and school.		

Related OAR: 581-022-0110 Tobacco Free Schools (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF HEALTHY EATING

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify the food groups in the current USDA recommended guidelines.	Explore the food groups in the USDA guidelines and identify and list examples from each.				Set a personal goal for healthy eating and track progress.		
Recognize the importance of variety and moderation in food selection and consumption.		Choose a variety of foods from all food groups at home and school.					Advocate for a variety of foods from all food groups (focus on food groups to encourage: dairy, fruit, vegetables and whole grain).
Recognize how healthful eating habits can lead to wellness.							
Recognize how to keep food safe through proper food preparation and storage practices.		Demonstrate safe preparation and food storage practices.					
Recognize the impact advertising has on food choices.			Identify how advertising strategies influence our food choices.				

Related ORS: 336.423 Local Wellness Program

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe pro-social behaviors within healthy relationships.				Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.			
Identify qualities that contribute to a healthy self- image.		Identify characteristic of a healthy self- image.					
Identify different kinds of emotions.			Describe internal and external influences on emotions.				
Identify personal stressors at home, in school, and community.					Identify and set a goal to help manage stress.		
Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.							Advocate respect for diversity.
Describe differences and similarities in how boys and girls may be expected to act.			Provide examples of how friends, family, media, society and culture influence ways youth act based on gender.				Promote a safe and welcoming environment for people of all gender expression.

Grades K-3

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH, cont.**

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

Related ORS: 336.455 Human Sexuality Education (K-12)
HB 4077 Teen Healthy Relationship Act (K-12)
339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)
Related OAR: 581-022-1440 Human Sexuality Education (K-12)
581-021-0045 Discrimination Prohibited

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF PHYSICAL ACTIVITY

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Give examples of the benefits of physical activity.	Identify places where youth and families can be physically active.		Analyze influences that encourage youth to participate in physical activity.				
Identify the health related fitness components; strength, flexibility, cardiovascular and endurance.		Demonstrate each fitness component. (Essential)					
Identify safety equipment needs and procedures for physical activity.		Demonstrate the use of safety equipment during physical activity.			Set a personal goal to use and wear safety equipment correctly during physical activity.		

Related ORS: 339.496 – 501 Requirements around Physical Education (K-12)

Related OAR: 581-022-1661 Requirements around Physical Education (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify the physical similarities and differences between males and females.			Provide examples of how friends, family, media, society and culture influence how males and females think they should act. (Essential)				
Identify body parts, proper anatomical names and stages in the basic growth process.		Use medically accurate anatomical names. (Essential)					
Explain the difference between appropriate touch and inappropriate touch.	Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched. (Essential)	Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way. (Essential)		Practice and use refusal skills if someone is touching you inappropriately.			
Explain why it is important to stay away from potentially unsafe body fluids and objects.	Identify who to report to at home, school and in the community if you see unsafe objects.						
Explain why bullying and teasing are inappropriate behavior. (Essential)	Identify parents and other trusted adults they can tell if they are being bullied or teased. (Essential)			Demonstrate how to respond if someone is bullying or teasing them. (Essential)			

Related ORS: 336.455 Human Sexuality Education (K-12)
339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Grades K-3

Related OAR: 581-022-1440 Human Sexuality Education (K-12)
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify labels on home and school products that give information about harmful ingredients.	Identify danger signs and symbols on products.						
Identify ways to prevent fires and reduce the risk of injuries in case of fire.		Develop a home fire escape plan and practice it during the day and at night with family.					Encourage family to test fire alarms regularly. (Essential)
Identify ways to reduce risk of injuries in and around water.		Demonstrate water safety behavior. (Essential)			Set a goal for safety in and around water. (Essential)		
Identify safe behaviors when traveling to and from school and in the community.		Demonstrate pedestrian and bike safety practices. (Essential)				Use a decision making model to plan a safe route to and from school.	
Explain the importance of safety at play including wearing helmets, pads and other safety equipment.		Demonstrate the correct use of protective equipment during physical activity.			Set goals to prevent during sports and physical activity.		

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Identify what to do during an emergency and/or natural disaster, including floods, earthquakes.	Demonstrate how to dial 911 and other emergency numbers and provide appropriate information.	Demonstrate what to do during an earthquake including methods of "duck, cover and roll".		Demonstrate how provide emergency information to a 911 operator. (Essential)		Use the decision making process to identify safe locations and meeting places at home and school the event of an emergency.	

Related OAR: 581.022.1420 Emergency safety plans and safety programs (K-12)

581-022-1210 District curriculum and instruction in the area of emergency plans and safety programs (K-12)

737.025.000 – 0080 Safe Routes to School (K-12)

Related ORS: 336.071 Emergency drills and instruction (K-12)

184.740 Safe Routes to School (K-12)

Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION

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CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify pro-social behaviors.		Demonstrate ways to prevent violence and unsafe situations.			Set a goal to engage in positive, helpful behaviors.		
Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.	Identify how to report unsafe situations to trusted adults.			Demonstrate how to respond and report if someone is bullying, harassing or teasing. (Essential)			
Identify that media and technology may contain violent messages and images.			Explain how helpful and hurtful messages in media and technology can influence.				
Explain the role of problem solving, anger management and impulse control in preventing violence.		Demonstrate the steps of problem solving, anger management and impulse control.		Manage interpersonal conflict in non-violent ways.			

Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades K-3

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe the benefits of a tobacco and drug-free environment.							Advocate for the benefit of a tobacco and drug-free environment.
List reasons why most youth do not use alcohol, tobacco and illegal drugs.				Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco and illegal drug use.			
Identify short-and long-term consequences of alcohol, tobacco, steroids , and other drug use.	Locate reliable health resources to gather information on alcohol, tobacco, steroids , and other drug use.						
Identify that secondhand smoke is harmful to personal health .		Demonstrate ways to avoid secondhand smoke.					
Explain appropriate use of 'over the counter' and prescription drugs.	Identify appropriate person(s) to dispense medication to children.			Demonstrate communication skills necessary for appropriate use of medication. (Essential)			
Identify school policies and state laws related to alcohol, tobacco, and other drug use, possession, and sales.				Demonstrate communication skills about policies and laws specific to healthy school and community.			
Recognize how advertising influences alcohol, tobacco and other drug use.			Identify how advertising influences youth to use alcohol and tobacco products. (Essential)				Encourage youth to recognize advertising influences and to practice media literacy skills. (Essential)

Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12)

Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PREVENTION AND CONTROL OF DISEASE

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Differentiate between communicable diseases and non-communicable diseases.	Identify examples of communicable and non-communicable diseases. (Essential)						
Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.		Demonstrate effective health care practices. (Essential)			Set goal for personal health care. (Essential)		Encourage effective health care practices at home and school. (Essential)
Recognize the importance of healthy body systems and how each contributes to personal health.	Describe how each body system contributes to personal health. (Essential)				Set goal and track progress to improve/maintain personal health. (Essential)		

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify sources of air and water pollution and how pollution affects health.	Identify healthy behaviors that reduce air and water pollution.	Demonstrate healthy behaviors that reduce air and water pollution.			Set goal and track progress for active transportation to/from school.		Encourage others to choose active modes of transportation for school/community-wide effort to reduce air pollution.
Describe why and how to reduce exposure to the sun (UV radiation).		Demonstrate effective protection from UV rays.					
Identify ways to reduce exposure to potentially harmful and toxic substances including second-hand smoke. (Essential)					Assess home or school environment and set goal for a safe, healthy environment. (Essential)		

Related ORS: 339.883 Tobacco Free Schools (K-12)

Related OAR: 581-021-0110 Tobacco Free Schools (K-12)

333-015-0025 -0085 Tobacco and Public Places

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF HEALTHY EATING

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CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe the food groups, nutrients and portion size in the USDA recommended guidelines.	Identify a variety of foods from each food group as healthy eating choices.					Use decision-making skills when choosing school breakfast and/or lunch options.	
Explain the importance of variety and moderation in food choices and consumption.		Prepare and choose healthy snacks and meals.			Set a personal goal to eat a variety of healthy foods.		Advocate for foods and beverages that meet Oregon law.
Explain the importance of drinking healthy beverages and water daily.							Advocate for healthy beverages at school.
Explain how healthy eating habits can lead to wellness.			Describe how media, cultural and family influences encourage healthy eating practices.				Advocate for healthy eating habits at home and school. (Essential)
Identify how to keep food safe for consumption.					Set a goal to prepare a healthy meal at home.		

Related ORS: 336.423 Local Wellness Programs

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe how pro-social behaviors help to build and maintain healthy relationships.	Identify people to talk with about social/emotional needs and relationships.	Demonstrate pro-social behaviors including respect for self and others. (Essential)		Demonstrate verbal and non-verbal, pro-social communication.			
List characteristics that contribute to a healthy self-image.		Identify personal characteristics that reflect a healthy self-image.	Analyze how culture, media and others influence feelings related to self-image.				
Describe different emotions.		Demonstrate appropriate ways to express emotions, wants, and needs.		Explain how the expression of emotions may help and/or harm self and others.			
Describe child abuse reporting law.	Identify school and community resources to report child abuse.						
Identify personal stressors at home, in school and with peers.		Demonstrate healthy strategies to manage stress.			Set a goal related to a personal stressor and track progress with a stress management plan.		Encourage others to manage stress with healthy strategies.

Grades 4-5

Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation (Essential)				Verbally and non-verbally communicate respect for diversity. (Essential)			Advocate respect for diversity. (Essential)
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Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Recognize the prevalence of eating disorders and disease amongst youth.			Identify how culture, media, and technology influence food choice/ consumption, and eating behavior.				

Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-0711 Child Abuse Reporting

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 4-5

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF PHYSICAL ACTIVITY

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Recognize health benefits of physical activity.		Identify personal health benefits (academic, physical, mental, emotional, and social) of physical activity. (Essential)			Set a goal to participate in daily physical activity and track progress.		Advocate for daily physical activity.
Explain the components of health-related fitness; strength, flexibility, cardiovascular endurance.	Identify physical activity examples that improve strength, flexibility, and cardiovascular endurance. (Essential)						
Describe the correct use of safety equipment during physical activity.		Demonstrate the correct use of safety equipment during physical activity.					Advocate for helmet use when biking, scootering, skateboarding, snowboarding, and skiing.
Describe the relationship between physical activity and food consumption.	Explain the balance/imbalance of physical activity and food consumption. (Essential)		Identify how media influences the balance/imbalance between physical activity and food consumption. (Essential)				

Related ORS: 329.496 – 501 Physical Education Requirements (K-12)

Related OAR: 581-022-1661 Physical Education Requirements (K-12)

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe physical, social, and emotional changes that occur during puberty.	Identify people at home, school or in the community who can provide medically accurate information about puberty.						
Identify health care practices related to physical changes during puberty.	Identify people at home, school or in the community who can provide information about health care practices during puberty. (Essential)	Demonstrate personal health care practices.					
Recognize female and male reproductive systems including reproductive anatomy and function. (Essential)	Identify medically accurate information about female and male anatomy. (Essential)	Demonstrate use of medically accurate language for reproductive anatomy and reproduction. (Essential)					
Recognize that puberty prepares female and male reproductive systems for the potential to reproduce. (Essential)	Describe physical changes related to reproduction, including menstruation. (Essential)						
Identify sexual orientation as the romantic attraction to someone of different or same gender.	Identify trusted adult(s) to seek information about sexual orientation and healthy	Demonstrate respect for self and others. (Essential)					

Grades 4-5

(Essential)	sexuality. (Essential)						
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Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.			Identify influences that encourage young people to be abstinent.				Advocate for choosing abstinence.
Identify HIV and methods of transmission.							
Recognize sexual harassment and sexual abuse. (Essential)	Identify trusted adult(s) to report sexual harassment or sexual abuse. (Essential)	Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult. (Essential)		Practice and use refusal skills. (Essential)			
Identify how culture, media and technology influence our ideas about healthy relationships. (Essential)							
Describe the characteristics of a healthy relationship. (Essential)				Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship. (Essential)			

Related ORS: 336.455 Human Sexuality Education (K-12)
339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Grades 4-5

Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)
581-022-1440 Human Sexuality Education (K-12)

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify labels on home and school products that give information about harmful ingredients.	Explain signs and symbols that indicate harm to personal safety and health.	Demonstrate safe and healthy behaviors. (Essential)					Advocate for safe, healthy products and places. (Essential)
Describe ways to prevent fires and reduce the risk of injuries in case of fire.	Identify how fires start and how fires can be prevented. (Essential)			Demonstrate refusal skills if pressured to misuse fire or fireworks.			
Identify safe behaviors in and around water.		Demonstrate water safety behaviors. (Essential)		Demonstrate communication skills encouraging water safety behavior.			Encourage family and friends to practice water safety behavior. (Essential)
Identify safe behaviors when traveling to and from school and in the community.		Demonstrate pedestrian, bike, and passenger safety. (Essential)				Use decision making process when walking and biking to/from school and in the community. (Essential)	
Describe safe equipment use and behavior during sports/recreational activity. (Essential)		Demonstrate safe equipment use and behavior during sports/recreational activity. (Essential)					

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Explain what to do during an emergency and/or natural disaster (e.g., flood, tsunami, earthquake).		Demonstrate safe behavior during an emergency.			Set a goal to develop an emergency plan, and practice it.		
Identify basic first aid procedures. (Essential)		Demonstrate basic first aid. (Essential)					
Recognize importance of protecting vision and hearing.		Demonstrate safe behaviors for vision and hearing. (Essential)					
Describe injury prevention laws. (Essential)	Explain laws regarding helmet and seatbelt use.	Demonstrate helmet and seatbelt use. (Essential)					Encourage others to always use helmets and seatbelts. (Essential)

Related OAR: 581.022.1420 Emergency safety plans and safety programs (K-12)

581-022-1210 District curriculum and instruction in the area of emergency plans and safety programs (K-12)

Related ORS: 336.071 Emergency drills and instruction (K-12)

Grades 4-5

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe pro-social behaviors.		Demonstrate pro-social behaviors.		Demonstrate refusal skills to prevent violence.			
Recognize bullying and cyber bullying behavior and what to do in a bullying situation.	Identify how to report unsafe situation to trusted adult(s). (Essential)	Demonstrate safe ways to respond to bullying and cyber bullying. (Essential)		Demonstrate what to say and do as a victim or bystander of bullying and cyber bullying.			Advocate for a safe school environment. (Essential)
Recognize the importance of problem solving, anger management and impulse control in violence prevention.		Demonstrate problem-solving skills, anger management steps, and impulse control.					
Identify the differences between physical, verbal and relational violence.							
Identify that media and technology contains violent messages and images.					Set personal media and technology use goals.		

Related ORS: 339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe the benefits of a tobacco and drug-free environment.				Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.			
Explain why most youth do not use alcohol, tobacco and other drugs.			Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.				
Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.						Analyze the short and long term effects of drugs using the decision making model. (Essential)	
Explain the stages of drug dependence and addiction and its' effects on the adolescent brain.	Identify places at school, in the home and community that provide support to those affected by alcohol, tobacco and drug addiction.		Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions.				
Explain the impact of second hand smoke.					Set a goal to avoid secondhand smoke.		

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Explain appropriate use of 'over the counter' and prescription drugs.	Name an appropriate person in the school and/or community to dispense medications.						
Explain school policies and community laws related to alcohol, tobacco and illegal drug use, possession, and sales.							Advocate in the school and community for a drug and tobacco-free environment.
Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.				Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.			
Identify the effects of alcohol, tobacco and other drug use during pregnancy.							
Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.							

Related ORS: 336.455 Human Sexuality Education (K-12)

342.726 Steroids and Performance Enhancing Substances (K-12)

Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)

581-022-1440 Human Sexuality Education (K-12)

581-022-0416 Steroids and Performance Enhancing Substances (K-12)

Grades 6-8

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PREVENTION AND CONTROL OF DISEASE

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify the differences between communicable diseases and non-communicable diseases.							
Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs and Hepatitis B and C.		Demonstrate personal health care practices that prevent the spread of communicable disease.					Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1210 District Curriculum, instruction of infectious diseases, including AIDS/HIV and Hepatitis B (K-12)

581-022-1440 Human Sexuality Education (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify sources of air and water pollution and how pollution affects health.	Identify a specific health outcome as a result of air and/or water pollution, such as asthma.	Demonstrate ways to reduce your exposure to air and water pollution.					
Identify ways to reduce exposure to the sun.		Describe personal strategies for minimizing potential harm from exposure to the sun.	Analyze media messages that prevent and/or promote sun exposure.				
Identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and how these substances may affect health.						Use a decision making process to prevent exposure to harmful substances.	
Identify ways that transportation affects environment, health, and air quality.					Set a goal for using active transportation. (Essential)	Use a decision making model to consider alternative modes of transportation.	

Related ORS: 339.883 Tobacco Free Schools (K-12)

Related OAR: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

333-015-0025 Tobacco and Public Places

581-021-0110 Tobacco Free Schools (K-12)

737-025-0000 – 0080 Safe Routes to School (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF HEALTHY EATING

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Compare and contrast the food groups, nutrients and serving size in the USDA recommended guidelines.		Conduct a personal dietary assessment using the USDA guidelines.					
Explain the importance of variety and moderation in food selection and consumption.					Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.		
Identify the impact nutrition has on chronic disease.			Differentiate between eating habits that are health promoting and eating habits linked to disease.				
Understand health risks of improper food handling.				Share proper food preparation and storage practices with others.			Advocate for proper food preparation and storage practices in the home.
Identify disordered eating habits and symptoms.		Promote healthy ways to maintain or lose weight through eating habits, not dieting.	Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.				

Related ORS: 336.423 Local Wellness Program

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain how to build and maintain healthy family, peer, and dating relationships.				Demonstrate effective communication skills that encourage healthy relationships.		Make decisions that enhance or establish healthy relationships.	Advocate for healthy communication skills within relationships
Identify qualities that contribute to a healthy self-image.			Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Set goals around increasing healthy self-image.		
Identify personal stressors at home, in school and community.		Practice managing personal stressors with peers, at home, in school, and community.			Develop achievable goals to handle stressors in a healthy way.		
Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.		Demonstrate appropriate ways to respect and include others who are different from you.					Advocate respect for diversity.
Identify how to manage emotions during adolescence.	Identify home, school and community resources for mental and emotional health concerns.						

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Identify the causes, effects and symptoms of depression, including suicide.	Identify school and community resources that can help a person who is depressed or contemplating suicide.			Communicate to a peer ways of accessing help in a critical situation.			
Explain eating disorders and symptoms.			Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.				
Identify different types of addictive behaviors, including drug use and problem gambling.	Identify school and community resources that provide support for addictive behaviors.		Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.			Use a decision making model to avoid or refuse addictive substances and/or behaviors.	
Describe law for reporting child abuse. (Essential)	Identify school and community resources for reporting child abuse. (Essential)						

Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)
336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)
581-022-1440 Human Sexuality Education (K-12)
581-022-0711 Child Abuse Reporting
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF PHYSICAL ACTIVITY

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain the physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.	Access the recommended amount and types of physical activity for adolescents.	Identify ways to be physically active throughout a lifetime.			Design, implement, and monitor a personal physical activity plan.		
Identify appropriate use of safety equipment and procedures for physical activity.				Share with others appropriate use of safety equipment for physical activity.			
Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight and percentage of body fat.			Differentiate between a sedentary lifestyle and an active lifestyle.				Advocate to community and school leaders for more opportunities to be physically active at school.
Name the dangers and legal issues related to the use of steroids , performance-enhancing drugs and controlled substances .				Use refusal skills to avoid the use of steroids , performance enhancing drugs and controlled substances .			

Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12)

Related OAR: 581-022-0416 Steroids and Performance Enhancing Substances (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe physical, social and emotional changes that occur during puberty.	Identify medically accurate sources of information about puberty, development and sexuality. (Essential)		Analyze how friends, family, media, society and culture can influence self-concept and body image. (Essential)				
Define sexual intercourse and its relationship to human reproduction. (Essential)							
Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.				Set a personal goal to avoid an unintended pregnancy. (Essential)		
Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.			Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions.				Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.	Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy and STD/HIV/Hepatitis B and C testing, and contraception.	Demonstrate the steps to using a condom. (Essential)		Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence condoms and other safer sex practices. (Essential)		Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.	
Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.				Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Use a decision making model to avoid sexual activity that may put you and your partner at personal risk. (Essential)	
Describe gender roles, gender identity and sexual orientation within healthy sexuality.							Advocate for school policies and programs that promote dignity and respect for all. (Essential)
Identify the impact of alcohol and other drug use on sexual decision-making.			Analyze the role of alcohol and other drug use in sexual violence-related situations.				

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (Essential)		Demonstrate ways they can respond when someone is being bullied or harassed. (Essential)					
Differentiate between biological sex, sexual orientation, and gender identity and expression. (Essential)		Explain how to promote safety, respect, awareness and acceptance. (Essential)	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. (Essential)				
Compare and contrast the characteristics of healthy and unhealthy relationships. (Essential)		Explain the criteria for evaluating the health of a relationship. (Essential)					
Describe a range of ways people express affection within various types of relationships. (Essential)				Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (Essential)			
Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted. (Essential)	Identify medically-accurate information about STDs, HIV, and Hepatitis B/C. (Essential)						
Describe the consequences of prejudice, discrimination, racism, sexism and hate							Advocate for the promotion of empathy for individual differences.

Grades 6-8

crimes. (Essential)							(Essential)
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Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

- Related ORS: 336.455 Human Sexuality Education (K-12)
336.423 Local Wellness Program
339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)
- Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)
581-022-1440 Human Sexuality Education (K-12)
581-022- 0413 Prevention Education in Drugs and Alcohol (K-12)
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards Strand - UNINTENTIONAL INJURY PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain ways to prevent fires and reduce the risk of injuries in case of fire.			Analyze how the media portrays fire and explosives and compare to safe and appropriate use.			Understand the legal, financial and social consequences of fire and decide how to be responsible with fire.	
Explain ways to reduce risk of injuries in and around water.				Demonstrate verbal and non-verbal communication to avoid unsafe situations in and around water.			
Explain safe behaviors when traveling to and from school and in the community.	Identify laws intended to prevent injuries at school and in the community.	Demonstrate personal responsibility to follow safety-related laws, including proper use of a helmet.				Use the decision making process to use safety practices in and around motorized vehicles.	
Explain ways to reduce risk of injuries during sports/recreational participation.			Examine the role of extreme risk-taking actions in the media and its' possible effects on behavior.		Develop a goal to wear safety equipment correctly, even when peers do not.		Student advocate for injury self-reporting. (Essential)
Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.	Demonstrate an awareness of websites or organizations that promote survival kits and skills.	Know your community's emergency response plan (CERT) and how you can participate in it.		Devise a communication plan with your family so all the members know how to contact each other in case of emergency.			

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Describe basic first aid procedures needed to treat injuries and other emergencies.		Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives.					
Identify ways to prevent situations that might harm vision and hearing.		Demonstrate ways to prevent risk of vision and hearing injuries.					
Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke and hypothermia.							
Explain the impact of alcohol, tobacco and other drugs on unintentional injury.			Determine how alcohol and other drugs can affect behaviors that can lead to injury.	Demonstrate strategies and refusal skills to avoid situations that may cause injury.			

Related ORS: 336.071 Emergency drills and instruction (K-12)

Related OAR: 581-022-1420 Emergency safety plans and safety programs (K-12)

581-022-1210 District curriculum and Instruction (K-12)

581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain pro-social behaviors.		Demonstrate effective ways to promote respect for self and others.		Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.			
Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.							Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying, and harassment.
Explain the role problem-solving; anger management and impulse control have on preventing violence.				Demonstrate the steps of problem-solving, anger management and impulse control.			
Describe the differences between physical, verbal, relational, sexual, and dating violence.					Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.		
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Identify reporting process within school setting. (Essential)			Demonstrate a variety of clear communication skills to report dangerous situations.	Set a personal goal to prevent and stop violence (including bullying and cyber bullying).		Advocate for a safe and civil school environment that fosters learning and achievement. (Essential)

Grades 6-8

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
State the warning signs of suicide.	Describe how to access resources when you or someone else is depressed or considering suicide.	Identify the early signs of stress and implement stress management techniques.					
Identify that media and technology may contain violent messages and images.			Differentiate between pro-social and anti-social words and actions in the media.		Set personal media and technology viewing goals.		

Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)
336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)
581-022-1510 Comprehensive Guidance and Counseling (K-12)

High School

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe health benefits of abstaining from or discontinuing tobacco and/or drug use.					Set goals to abstain from alcohol, tobacco and other drug use.		Advocate for the benefits of abstaining from or discontinuing tobacco and/or drug use.
Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.				Demonstrate refusal skills related to alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances. (Essential)			
Describe the potential addictive qualities of alcohol, tobacco and other drugs.	Access the appropriate resources for addiction services.						
Explain the impact of secondhand smoke.		Demonstrate ways to avoid second-hand smoke. (Essential)				Use the decision making process to avoid secondhand smoke.	
Interpret school policies and community laws related to alcohol, tobacco, steroids, performance enhancing and illegal drug use, possession, and sales.				Communicate to others the school policies and state laws around student's non- use of alcohol, tobacco, steroids, performance enhancing and other drug use.			Advocate for a no-tolerance zone in school and community settings. (Essential)

High School

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.			Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.	Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.			
Explain the effects of alcohol, tobacco and other drug use during pregnancy.							Advocate for abstaining from alcohol, tobacco and other drugs during pregnancy.
Explain the effects of alcohol, tobacco, steroids, performance enhancing, other drug use, and controlled substances on athletic performance.			Analyze peer and media influence regarding steroid use. (Essential)				Advocate for athletes to abstain from alcohol, tobacco and other drugs.
Identify the occupational dangers of drug use in the workplace.	Access information about drug testing and workplace safety rules.						

Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12)

Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)

581-022-0416 Steroids and Performance Enhancing Substances (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

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HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PREVENTION AND CONTROL OF DISEASE

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe strategies for preventing communicable diseases and early detection of non-communicable diseases.	Identify school and community resources that support early detection. (Essential)				Set a goal to practice strategies for preventing communicable and non-communicable diseases.		
Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.		Demonstrate how to perform self-exams with anatomical models. (Essential)					Advocate to others the importance of screenings and medical examinations to maintain reproductive health.
Explain how public health policies and government regulations influence health promotion and disease prevention.			Analyze public health policies and regulations influence health promotion and disease prevention.				

Related OAR: 581-022-1210 District Curriculum and instruction in the area of infectious diseases (K-12)

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HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify ways to reduce exposure to the sun, including tanning beds.			Analyze influences that encourage young people to abstain from protecting oneself from the UV rays.	Communicate to others the importance of preventing exposure to UV rays.			
Describe the impact of air and water pollution, including secondhand smoke.				Demonstrate the ability to communicate to others the health benefits of a pollution-free environment. (Essential)			Advocate for reducing one's risk to air and water pollution.
Describe how physical environments affect health and well-being.	Access resources at school or in the community that can help create a healthy environment.						
Identify ways to reduce pollution and harmful effects to health by using active modes of transportation.					Set a personal goal to use alternative methods of active transportation. (Essential)		Advocate for active modes of transportation. (Essential)

Related ORS: 339.883 Tobacco Free Schools (K-12)

Related OAR: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

581-021-0110 Tobacco Free Schools (K-12)

737-025-0000 – 0080 Safe Routes to Schools (K-12)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF HEALTHY EATING

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe dietary guidelines, food groups, nutrients and portion size for healthy eating habits.		Evaluate the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients.			Set a personal goal based on a dietary analysis to enhance health.		
Explain the importance of variety and moderation in food selection and consumption.	Identify nutrients of concern and all food groups that young people typically under consume.				Set personal goals related to a variety and moderation in food selection and consumption.		Advocate for healthy food choices within school and community, emphasizing under consumed food groups.
Describe the impact nutrition has on chronic disease.				Communicate to others the benefits of a healthy diet.		Make a decision to eat foods that optimize health and well-being.	
Explain how to keep food safe through proper food purchasing, preparation and storage practices.		Demonstrate safe food preparation and storage practices.					Advocate at home and with peers for the use of proper food purchasing, preparation and storage to keep food safe.
Determine the benefits of healthy weight control and healthy weight control practices.			Analyze the impact various influences, including the environment, have on eating habits and attitudes toward weight management.				

Related ORS: 336.423 Local Wellness Program

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain how to build and maintain healthy family and peer relationships.	Identify resources at home, school, and in the community for managing family and healthy relationships.		Analyze how personal, family, and cultural values influence healthy behaviors.				
Describe qualities that contribute to a healthy self-image.			Identify influences, peer, family, community and media that contribute to a healthy self-image.				Advocate for healthy communication skills within relationships.
Classify personal stressors at home, in school and community.		Practice strategies for managing and reducing stress, anger, and conflict.			Set a goal to reduce/cope with life stressors in a health enhancing way.		
Describe law for reporting child abuse. (Essential)	Identify resources at school and in the community for reporting child abuse. (Essential)						

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions

Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.							Advocate respect for diversity.
Describe how social environments affect health and well-being.			Identify the social environments that influence health and well-being.				
Explain the causes, effects and symptoms of depression, including suicide and psychosis. (Essential)	Identify school and community resources that can help a person who is depressed or contemplating suicide. (Essential)						
Explain eating disorders and symptoms.			Identify how eating disorders are influenced by culture, family, media, technology, peers, body image and emotions.				
Explain different signs and symptoms of addictive behaviors.	Identify school and community resources that support people with addictive behaviors.			Identify how to communicate to a friend or relative you think is an addict and should get support/help.			

Related ORS: 339.351 – 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-0711 Child Abuse Reporting

581-022-1440 Human Sexuality Education (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF PHYSICAL ACTIVITY

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain physical academic, mental and social benefits of physical activity and the relationship of sedentary lifestyle to chronic disease.	Access information for personalized FITT Plans (Frequency, Intensity, Type, Time).				Develop short/long term goals to promote life- long fitness. (Essential)		
Describe appropriate use of safety equipment and procedures for physical activity.							Advocate to peers for the use of safety equipment during physical activity.
Describe the role of lifelong fitness in maintaining personal fitness, blood pressure, weight and percentage of body fat.			Describe how physical activity influences life-long wellness.				
Identify the health risks and legal issues related to using steroids, performance-enhancing drugs and controlled substances.						Use the decision making process to refuse and avoid the use of performance enhancing drugs.	

Related ORS: 329.496 Requirements around Physical Education (K-12)

Related OAR: 581-022-0416 Steroids and Performance Enhancing Substances (K-12)

581-022-1661 Requirements around Physical Education (K-12)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Describe physical, social and emotional changes during the transition from adolescence to adulthood.							
Explain the menstrual cycle and its relationship to conception and pregnancy.							
Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.				Set a personal goal to avoid an unintended pregnancy. (Essential)		
Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.				Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.		Use the decision making process to make healthy choices around sexual health.	

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.	Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.	Demonstrate the steps to using a condom correctly. (Essential)		Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex. (Essential)	Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.		
Explain the laws related to reproductive and sexual health care. (Essential)							
Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.	Explain how to access local STD and HIV testing and treatment services. (Essential)	Analyze individual responsibility about testing for and informing partners about STDs and HIV status. (Essential)		Demonstrate skills to communicate about STD and HIV prevention and testing. (Essential)			Advocate for using sexual protection if having sex.
Differentiate between biological sex, sexual orientation, and gender identity and expression. (Essential)		Explain how to promote safety, respect, awareness and acceptance. (Essential)	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. (Essential)				Advocate for school policies and programs that promote dignity and respect for all. (Essential)
Describe the impact of alcohol and other drug use on sexual decision-making.			Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.				

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - PROMOTION OF SEXUAL HEALTH, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Describe a range of ways to express affection with healthy relationships. (Essential)				Demonstrate an understanding of “consent” through effective communication skills. (Essential)	Set a personal goal to treat partners with respect and to be treated with respect. (Essential)		
Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. (Essential)	Demonstrate how to access valid information and resources about healthy and unhealthy relationships. (Essential)		Explain how media can influence one’s beliefs about what constitutes a healthy relationship. (Essential)	Demonstrate effective strategies to avoid or end an unhealthy relationship. (Essential)			
Define sexual consent and explain its implications for sexual decision-making. (Essential)	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. (Essential)			Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. (Essential)			

- Related ORS: 336.455 Human Sexuality Education (K-12)
 339.351 – 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)
- Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)
 581-022-1440 Human Sexuality Education (K-12)
 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)
 581-022-1510 Comprehensive Guidance and Counseling (K-12)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Distinguish ways to prevent fires and reduce risk of injuries in case of fire.	Access information on hazardous materials in your community and what emergency procedures would be followed during a hazardous materials spill that resulted in a fire or explosion.		Analyze the history and development of the uniform fire code and how the code regulates how buildings are being engineered to protect property and save lives from fire.			Use the decision making process to develop a plan on how to reduce risk in wild land urban interfaces areas around your home and in your community.	
Explain ways to reduce risk of injuries in and around water.				Demonstrate refusal skills and delay tactics to maintain safety in and around water. (Essential)			Advocate for safe alternatives to risky situations in and around water.
Explain safe behavior while traveling to and from school and in the community.						Use the decision making process to carry out safety practices in and around motorized vehicles.	Advocate to adults and peers for more safe driving experience and practice in a motor vehicle.

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Explain safe behaviors to reduce injury during sports/recreational participation.			Examine the role of extreme risk taking actions in the media and its possible effects on behavior.		Set a goal to wear appropriate safety equipment properly during sports and physical activity, even when peers may not.		
Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.		Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives.					
Identify ways to prevent situations that might harm vision and hearing.							Advocate for hearing and vision safety and protection.
Describe rules and laws intended to prevent injuries.		Demonstrate personal responsibility to follow safety-related laws.					
Describe methods for avoiding, responding to and recovering from climate-related physical conditions.							Advocate for protection from climate-related physical conditions.

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - UNINTENTIONAL INJURY PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Examine the impact of alcohol, tobacco and other drug use on unintentional injury.					Set a personal goal to avoid driving when under the influence of alcohol or other drugs or riding in a vehicle when the driver is under the influence of alcohol or other drugs.		
Identify ways to reduce risk of work-related injuries including the examination of OSHA laws.	Become familiar with OSHA laws.	Demonstrate ways to reduce risk of work-related injuries.					

Related ORS: 336.071 Emergency Drills and Instruction (K-12)

Related OAR: 581-022-1420 Emergency Safety Plans and Safety Programs (K-12)

581-022-1210 District Curriculum and Instruction (K-12)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Explain pro-social behaviors and explain how they may prevent violence.		Demonstrate the ability to take the perspective of others in a conflict situation.		Demonstrate pro-social communication skills.			
Examine how violence, aggression bullying, cyber-bullying and harassment affect health and safety.							Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
Explain the role problem solving; anger management and impulse control have on preventing violence.				Demonstrate the steps healthy communication in problem solving, anger management and impulse control.			
Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation. (Essential)							Advocate for a safe and civil environment to foster student learning and achievement. (Essential)

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Identify the reporting process within the school setting and describe where and when to report dangerous situations. (Essential)			Practice effective communication skills for reporting dangerous situations. (Essential)		Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation. (Essential)	
Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.		Describe how alcohol and other drug use can affect decision-making and influence violence.					
Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.	Describe how to access resources when you or someone else is depressed or considering suicide. (Essential)			Practice how to report and get help when depressed or considering suicide. (Essential)			
Describe the consequences of prejudice and discrimination based on gender non-conformity, racism, sexism, and hate crimes.							Advocate for the promotion of respect and empathy for individual differences.

HIGH SCHOOL

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

Strand - VIOLENCE AND SUICIDE PREVENTION, cont.

Green = Essential Benchmarks (In Statute/Rule, or State Board Adopted). Black = non-essentials. Red = 2012 Revisions.

CC	AI	SM	INF	IC	GS	DM	ADV
Describe federal, state and local laws intended to prevent violence.	Identify public and private violence prevention resources.					Use the decision making process to comply with federal, state and local laws intended to prevent violence.	
Identify that media and technology may contain violent messages and images.				Differentiate between pro-social and anti-social words and actions in the media.			

Related ORS: 339.351 - 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)