

Standards By Design:

Third Grade for Health Education (2012)



Health Education (2012)

Third Grade

Benchmark 1 (Grades K-3) health skills and concepts include working on alcohol, tobacco and other drug prevention by demonstrating refusal skills around the use of tobacco and alcohol products and practice reporting use and misuse of “over the counter” and prescription drugs.

In the prevention and control of disease, students explain ways to prevent communicable and non-communicable disease and understand the difference. Students show their understanding environmental health by identifying ways to reduce their exposure to substances, including second-hand smoke at home and school.

Through the promotion of healthy eating, students learn to choose a variety of foods to eat from different food groups and advocate for more fruits and vegetables at school. Students recognizing diversity among people and demonstrating positive communication skills that express personal needs, wants and feelings to family and peers will promote the mental, social and emotional health of students.

Through giving examples of the benefits of physical activity and identifying the health related fitness components, students will understand the importance of physical activity. Students learn about the promotion of sexual health by identifying similarities and differences between males and females, differences between appropriate and inappropriate touch and why bullying and teasing are inappropriate behavior.

Students show their understanding of unintentional injury prevention by using a decision making model to plan ahead to avoid dangerous situations and injuries in the water, at home and in an emergency. Students also learn about violence and suicide prevention by explaining how helpful and hurtful messages in media can affect an individual’s behavior and identify why bullying, cyber-bullying, harassment and teasing are detrimental to health.

Alcohol, Tobacco and Other Drug Prevention

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

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Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related OARs: 333-015-0040 “No Smoking” Signs (K-12); OAR 581-021-0110 Tobacco Free Schools (K-12); OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum]

HE.03.AT01.CC Explain the benefits of a tobacco-free environment.

HE.03.AT01.AI Identify tobacco-free signage within the school environment.

HE.03.AT01.ADV Advocate for a tobacco-free environment.

HE.03.AT02.CC State reasons why young people choose not to use alcohol, tobacco, and other drugs.

HE.03.AT02.INF Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

HE.03.AT03.CC Identify that alcohol and tobacco are harmful to one’s health.

HE.03.AT03.IC Demonstrate refusal skills around the use of alcohol, tobacco, and other drugs.

HE.03.AT04.CC Identify that secondhand smoke is harmful to personal health.

HE.03.AT04.SM Demonstrate ways to avoid secondhand smoke.

HE.03.AT05.CC Describe appropriate use of ‘over the counter’ and prescription drugs.

HE.03.AT05.AI Identify appropriate person(s) to dispense medication to children.

HE.03.AT06.CC Describe school policies about alcohol, tobacco, ‘over the counter’ and prescription medication use.

HE.03.AT06.IC Practice reporting use/misuse of ‘over the counter’ and prescription drugs to trusted adults.

Prevention and Control of Disease

Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); OAR 518-022-1210 District Curriculum; OAR 581-022-1440 Human Sexuality Education]

HE.03.PC01.CC Explain ways to prevent communicable and non-communicable disease and understand the difference.

HE.03.PC01.SM Demonstrate strategies for effective personal health care.

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HE.03.PC01.DM Use the decision making model to make healthy decisions for preventing disease.

HE.03.PC02.CC Identify important personal health care practices that prevent the spread of communicable disease (including HIV/AIDS, and Hepatitis B and C).

HE.03.PC02.GS Develop personal goals to prevent the spread of communicable diseases.

HE.03.PC02.ADV Share strategies for preventing the spread of communicable disease to others.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related OAR: 581-022-0110 Tobacco Free Schools (K-12)]

HE.03.PE01.CC Identify sources of air and water pollution.

HE.03.PE01.AI Access information on how air and water pollution affects health.

HE.03.PE01.ADV Encourage family and community members to adopt healthy environmental practices.

HE.03.PE02.CC Identify ways to reduce exposure to the sun.

HE.03.PE02.SM Demonstrate ways to protect oneself from ultraviolet radiation (sun) and other harmful substances.

HE.03.PE03.CC Identify ways to reduce exposure to potentially harmful toxic substances including second-hand smoke.

HE.03.PE03.GS Set a goal for creating a healthy environment and reduced exposure to a potentially harmful substance at home and school.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases. [Related ORS: 336.423 Local Wellness Program; Related PL: Public Law 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.03.PH01.CC Identify the food groups in the current USDA recommended guidelines.

HE.03.PH01.AI Explore the food groups in the USDA guidelines and identify and list examples from each.

HE.03.PH01.GS Set a personal goal for healthy eating and track progress.

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HE.03.PH02.CC Recognize the importance of variety and moderation in food selection and consumption.

HE.03.PH02.SM Choose a variety of foods from all food groups at home and school.

HE.03.PH02.ADV Advocate for a variety of foods from all food groups (focus on food groups to encourage: dairy, fruit, vegetables and whole grain).

HE.03.PH03.CC Recognize how healthful eating habits can lead to wellness.

No skill listed for this concept

HE.03.PH04.CC Recognize how to keep food safe through proper food preparation and storage practices.

HE.03.PH04.SM Demonstrate safe preparation and food storage practices.

HE.03.PH05.CC Recognize the impact advertising has on food choices.

HE.03.PH05.INF Identify how advertising strategies influence our food choices.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [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: 581-021-0045 Discrimination Prohibited; 581-022-1440 Human Sexuality Education (K-12)]

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM02.CC Identify qualities that contribute to a healthy self- image.

HE.03.PM02.SM Identify characteristic of a healthy self-image.

HE.03.PM03.CC Identify different kinds of emotions.

HE.03.PM03.INF Describe internal and external influences on emotions.

HE.03.PM04.CC Identify personal stressors at home, in school, and community.

HE.03.PM04.GS Identify and set a goal to help manage stress.

HE.03.PM05.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.

HE.03.PM05.ADV Advocate respect for diversity.

HE.03.PM06.CC Describe differences and similarities in how boys and girls may be expected to act.

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HE.03.PM06.INF Provide examples of how friends, family, media, society and culture influence ways youth act based on gender.

HE.03.PM06.ADV Promote a safe and welcoming environment for people of all gender expression.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12)]

HE.03.PP01.CC Give examples of the benefits of physical activity.

HE.03.PP01.AI Identify places where youth and families can be physically active.

HE.03.PP01.INF Analyze influences that encourage youth to participate in physical activity.

HE.03.PP02.CC Identify the health related fitness components; strength, flexibility, cardiovascular and endurance.

HE.03.PP02.SM Demonstrate each fitness component.

HE.03.PP03.CC Identify safety equipment needs and procedures for physical activity.

HE.03.PP03.SM Demonstrate the use of safety equipment during physical activity.

HE.03.PP03.GS Set a personal goal to use and wear safety equipment correctly during physical activity.

Promotion of Sexual Health

Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1440 Human Sexuality Education (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.03.PS01.CC Identify the physical similarities and differences between males and females.

HE.03.PS01.INF Provide examples of how friends, family, media, society and culture influence how males and females think they should act.

HE.03.PS02.CC Identify body parts, proper anatomical names and stages in the basic growth process.

HE.03.PS02.SM Use medically accurate anatomical names.

HE.03.PS03.CC Explain the difference between appropriate touch and inappropriate touch.

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HE.03.PS03.AI Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.

HE.03.PS03.SM 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.

HE.03.PS03.IC Practice and use refusal skills if someone is touching you inappropriately.

HE.03.PS04.CC Explain why it is important to stay away from potentially unsafe body fluids and objects.

HE.03.PS04.AI Identify who to report to at home, school and in the community if you see unsafe objects.

HE.03.PS05.CC Explain why bullying and teasing are inappropriate behavior.

HE.03.PS05.AI Identify parents and other trusted adults they can tell if they are being bullied or teased.

HE.03.PS05.IC Demonstrate how to respond if someone is bullying or teasing them.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, and at work and in the community and how to get help in case of injury. [Related ORS: 184.740 Safe Routes to Schools Program (K-12); 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-1210 District curriculum (K-12); 581-022-1420 Emergency plans and safety programs (K-12); 737-025-0000 – 0080 Safe Routes to School (K-12)]

HE.03.UI01.CC Identify labels on home and school products that give information about harmful ingredients.

HE.03.UI01.AI Identify danger signs and symbols on products.

HE.03.UI02.CC Identify ways to prevent fires and reduce the risk of injuries in case of fire.

HE.03.UI02.SM Develop a home fire escape plan and practice it during the day and at night with family.

HE.03.UI02.ADV Encourage family to test fire alarms regularly.

HE.03.UI03.CC Identify ways to reduce risk of injuries in and around water.

HE.03.UI03.SM Demonstrate water safety behavior.

HE.03.UI03.GS Set a goal for safety in and around water.

HE.03.UI04.CC Identify safe behaviors when traveling to and from school and in the community.

HE.03.UI04.SM Demonstrate pedestrian and bike safety practices.

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HE.03.UI04.DM Use a decision making model to plan a safe route to and from school.
HE.03.UI05.CC Explain the importance of safety at play including wearing helmets, pads and other safety equipment.

HE.03.UI05.SM Demonstrate the correct use of protective equipment during physical activity.

HE.03.UI05.GS Set goals to prevent during sports and physical activity.

HE.03.UI06.CC Identify what to do during an emergency and/or natural disaster, including floods, earthquakes.

HE.03.UI06.AI Demonstrate how to dial 911 and other emergency numbers and provide appropriate information.

HE.03.UI06.SM Demonstrate what to do during an earthquake including methods of “duck, cover and roll”.

HE.03.UI06.IC Demonstrate how provide emergency information to a 911 operator.

HE.03.UI06.DM Use the decision making process to identify safe locations and meeting places at home and school the event of an emergency.

Violence and Suicide Prevention

Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.03.VS01.CC Identify pro-social behaviors.

HE.03.VS01.SM Demonstrate ways to prevent violence and unsafe situations.

HE.03.VS01.GS Set a goal to engage in positive, helpful behaviors.

HE.03.VS02.CC Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.

HE.03.VS02.AI Identify how to report unsafe situations to trusted adults.

HE.03.VS02.IC Demonstrate how to respond and report if someone is bullying, harassing or teasing.

HE.03.VS03.CC Identify that media and technology may contain violent messages and images.

HE.03.VS03.INF Explain how helpful and hurtful messages in media and technology can influence.

HE.03.VS04.CC Explain the role of problem solving, anger management and impulse control in preventing violence.

HE.03.VS04.SM Demonstrate the steps of problem solving, anger management and impulse control.

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HE.03.VS04.IC Manage interpersonal conflict in non-violent ways.

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Standards By Design:
Fifth Grade for Health Education (2012)



Health Education (2012)

Fifth Grade

Benchmark 2 (Grades 4-5) health skills and concepts include learning about alcohol, tobacco and other drug prevention by creating an advocacy campaign at school to follow school rules regarding alcohol and tobacco use. In the prevention and control of disease, students explain health care practices preventing the spread of communicable disease, including HIV/AIDS, Hepatitis B and C and recognize the importance of healthy body systems and how each contributes to personal health.

Students show their understanding environmental health by identifying ways to reduce their exposure to potentially harmful and toxic substances, including second-hand smoke. Students also promote healthy eating by describing how media, cultural and family influences encourage healthy eating practices.

Students recognize diversity among people and demonstrating positive communication skills expressing personal needs, identifying personal characteristics that reflect a healthy self-image will promote the mental, social and emotional health of students. Through identifying personal health benefits (academic, physical, mental, emotional, and social) of physical activity and describing the relationship between physical activity and food consumption students will understand the importance of physical activity.

Students learn about the promotion of sexual health by identifying people in the home, school or community who could provide valid health information about the changes occurring during puberty. Students show their understanding of unintentional injury prevention by demonstrating basic first aid, water safety behaviors, pedestrian, bike, and passenger safety, safe use of equipment during sports/recreational activity and use of helmet and seatbelts as appropriate. Students also learn about violence and suicide prevention by demonstrating how to report unsafe situation to a trusted adult(s) and safe ways to respond to bullying and cyber bullying.

Alcohol, Tobacco and Other Drug Prevention

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Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related ORS: 342.726 Curricula to include 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)]

HE.05.AT01.CC Describe the benefits of a tobacco and drug-free environment.

HE.05.AT01.ADV Advocate for the benefit of a tobacco and drug-free environment.

HE.05.AT02.CC List reasons why most youth do not use alcohol, tobacco and illegal drugs.

HE.05.AT02.IC Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco and illegal drugs.

HE.05.AT03.CC Identify short-and long-term consequences of alcohol, tobacco, steroids, and other drug use.

HE.05.AT03.AI Locate reliable health resources to gather information on alcohol, tobacco, steroids, and other drug use.

HE.05.AT04.CC Identify that second-hand smoke is harmful to personal health.

HE.05.AT04.SM Demonstrate ways to avoid secondhand smoke. Req)

HE.05.AT05.CC Explain appropriate use of 'over the counter' and prescription drugs.

HE.05.AT05.AI Identify appropriate person(s) to dispense medication to children.

HE.05.AT05.IC Demonstrate communication skills necessary for appropriate use of medication.

HE.05.AT06.CC Identify school policies and state laws related to alcohol, tobacco, and other drug use, possession, and sales.

HE.05.AT06.IC Demonstrate communication skills about policies and laws specific to healthy school and community.

HE.05.AT07.CC Recognize how advertising influences alcohol, tobacco and other drug use.

HE.05.AT07.INF Identify how advertising influences youth to use alcohol and tobacco products.

HE.05.AT07.ADV Encourage youth to recognize advertising influences and to practice media literacy skills.

Prevention and Control of Disease

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Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: OAR 581-022-1440 Human Sexuality Education]

HE.05.PC01.CC Differentiate between communicable diseases and non-communicable diseases.

HE.05.PC01.AI Identify examples of communicable and non-communicable

HE.05.PC02.CC Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.

HE.05.PC02.SM Demonstrate effective health care practices.

HE.05.PC02.GS Set goal for personal health care.

HE.05.PC02.ADV Encourage effective health care practices at home and school.

HE.05.PC02.CC Recognize the importance of healthy body systems and how each contributes to personal health.

HE.05.PC02.AI Describe how each body system contributes to personal health.

HE.05.PC02.GS Set goal and track progress to improve/ maintain personal health.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related ORS: 339.883 Tobacco Free Schools (K-12); Related OARs: 581-021-0110 Tobacco Free Schools (K-12); 333-015-0025 -0085 Tobacco and Public Places]

HE.05.PE01.CC Identify sources of air and water pollution and how pollution affects health.

HE.05.PE01.AI Identify healthy behaviors that reduce air and water pollution.

HE.05.PE01.SM Demonstrate healthy behaviors that reduce air and water pollution.

HE.05.PE01.GS Set goal and track progress for active transportation to/from school.

HE.05.PE01.ADV Encourage others to choose active modes of transportation for school/community-wide effort to reduce air pollution.

HE.05.PE02.CC Describe why and how to reduce exposure to the sun (UV radiation).

HE.05.PE02.SM Demonstrate effective protection from UV rays.

HE.05.PE03.CC Identify ways to reduce exposure to potentially harmful and toxic substances including second-hand smoke.

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HE.05.PE03.GS Assess home or school environment and set goal for a safe, healthy environment.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases. [Related ORS: 336.423 Local Wellness Program; Related PL: Public Law 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.05.PH01.CC Describe the food groups, nutrients and portion size in the USDA recommended guidelines.

HE.05.PH01.AI Identify a variety of foods from each food group as healthy eating choices.

HE.05.PH01.DM Use decision-making skills when choosing school breakfast and/or lunch options.

HE.05.PH02.CC Explain the importance of variety and moderation in food choices and consumption.

HE.05.PH02.SM Prepare and choose healthy snacks and meals.

HE.05.PH02.GS Set a personal goal to eat a variety of healthy foods.

HE.05.PH02.ADV Advocate for foods and beverages that meet Oregon law.

HE.05.PH03.CC Explain the importance of drinking healthy beverages and water daily.

HE.05.PH03.ADV Advocate for healthy beverages at school.

HE.05.PH04.CC Explain how healthy eating habits can lead to wellness.

HE.05.PH04.INF Describe how media, cultural and family influences encourage healthy eating practices.

HE.05.PH04.ADV Advocate for healthy eating habits at home and school.

HE.05.PH05.CC Identify how to keep food safe for consumption.

HE.05.PH05.GS Set a goal to prepare a healthy meal at home.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-0711 Child Abuse Reporting; 81-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.05.PM01.CC Describe how pro-social behaviors help to build and maintain healthy relationships.

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HE.05.PM01.AI Identify people to talk with about social/emotional needs and relationships.

HE.05.PM01.SM Demonstrate pro-social behaviors including respect for self and others. (Essential)

HE.05.PM01.IC Demonstrate verbal and non-verbal, pro-social communication.

HE.05.PM02.CC List characteristics that contribute to a healthy self -image.

HE.05.PM02.SM Identify personal characteristics that reflect a healthy self-image.

HE.05.PM02.INF Analyze how culture, media and others influence feelings related to self-image.

HE.05.PM03.CC Describe different emotions.

HE.05.PM03.SM Demonstrate appropriate ways to express emotions, wants, and needs.

HE.05.PM03.IC Explain how the expression of emotions may help and/or harm self and others.

HE.05.PM04.CC Describe child abuse reporting law.

HE.05.PM04.AI Identify school and community resources to report child abuse.

HE.05.PM05.CC Identify personal stressors at home, in school and with peers.

HE.05.PM05.SM Demonstrate healthy strategies to manage stress.

HE.05.PM05.GS Set a goal related to a personal stressor and track progress with a stress management plan.

HE.05.PM05.ADV Encourage others to manage stress with healthy strategies.

HE.05.PM06.CC Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.

HE.05.PM06.IC Verbally and non-verbally communicate respect for diversity.

HE.05.PM06.ADV Advocate respect for diversity.

HE.05.PM07.CC Recognize the prevalence of eating disorders and disease amongst youth.

HE.05.PM07.INF Identify how culture, media, and technology influence food choice/ consumption, and eating behavior.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12); 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12)]

HE.05.PP01.CC Recognize health benefits of physical activity.

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HE.05.PP01.SM Identify personal health benefits (academic, physical, mental, emotional, and social) of physical activity.

HE.05.PP01.GS Set a goal to participate in daily physical activity and track progress.

HE.05.PP01.ADV Advocate for daily physical activity.

HE.05.PP02.CC Explain the components of health-related fitness; strength, flexibility, cardiovascular endurance.

HE.05.PP02.AI Identify physical activity examples that improve strength, flexibility, and cardiovascular endurance.

HE.05.PP03.CC Describe the correct use of safety equipment during physical activity.

HE.05.PP03.SM Demonstrate the correct use of safety equipment during physical activity.

HE.05.PP03.ADV Advocate for helmet use when biking, scootering, skateboarding, snowboarding, and skiing.

HE.05.PP04.CC Describe the relationship between physical activity and food consumption.

HE.05.PP04.AI Explain the balance/imbalance of physical activity and food consumption.

HE.05.PP04.INF Identify how media influences the balance/imbalance between physical activity and food consumption.

Promotion of Sexual Health

Acquire knowledge and skills to understand the importance of safe behaviors in maintaining sexual health. [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)]

HE.05.PS01.CC Describe physical, social, and emotional changes that occur during puberty.

HE.05.PS01.AI Identify people at home, school or in the community who can provide medically accurate information about puberty.

HE.05.PS02.CC Identify health care practices related to physical changes during puberty.

HE.05.PS02.AI Identify people at home, school or in the community who can provide information about health care practices during puberty.

HE.05.PS02.SM Demonstrate personal health care practices.

HE.05.PS03.CC Recognize female and male reproductive systems including reproductive anatomy and function.

HE.05.PS03.AI Identify medically accurate information about female and male anatomy.

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HE.05.PS03.SM Demonstrate use of medically accurate language for reproductive anatomy and reproduction.

HE.05.PS04.CC Recognize that puberty prepares female and male reproductive systems for the potential to reproduce.

HE.05.PS04.AI Describe physical changes related to reproduction, including menstruation.

HE.05.PS05.CC Identify sexual orientation as the romantic attraction to someone of different or same gender.

HE.05.PS05.AI Identify trusted adult(s) to seek information about sexual orientation, and healthy sexuality.

HE.05.PS05.SM Demonstrate respect for self and others.

HE.05.PS06.CC Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.05.PS06.INF Identify influences that encourage young people to be abstinent.

HE.05.PS06.ADV Advocate for choosing abstinence.

HE.05.PS07.CC Identify HIV and methods of transmission.

No skill listed for this concept

HE.05.PS08.CC Recognize sexual harassment and sexual abuse.

HE.05.PS08.AI Identify trusted adult(s) to report sexual harassment or sexual abuse.

HE.05.PS08.SM Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.

HE.05.PS08.SM Practice and use refusal skills.

HE.05.PS09.CC Identify how culture, media and technology influence our ideas about healthy relationships.

No skill listed for this concept

HE.05.PS10.CC Describe the characteristics of a healthy relationship.

HE.05.PS10.IC Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related ORS: 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-1210 District Curriculum (K-12); 581-022-1420 Emergency plans and safety programs (K-12)]

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HE.05.UI01.CC Identify labels on home and school products that give information about harmful ingredients.

HE.05.UI01.AI Explain signs and symbols that indicate harm to personal safety and health.

HE.05.UI01.SM Demonstrate safe and healthy behaviors.

HE.05.UI01.ADV Advocate for safe, healthy products and places.

HE.05.UI02.CC Describe ways to prevent fires and reduce the risk of injuries in case of fire.

HE.05.UI02.AI Identify how fires start and how fires can be prevented.

HE.05.UI02.IC Demonstrate refusal skills if pressured to misuse fire or fireworks.

HE.05.UI03.CC Identify safe behaviors in and around water.

HE.05.UI03.SM Demonstrate water safety behaviors.

HE.05.UI03.IC Demonstrate communication skills encouraging water safety behavior.

HE.05.UI03.ADV Encourage family and friends to practice water safety behavior.

HE.05.UI04.CC Identify safe behaviors when traveling to and from school and in the community.

HE.05.UI04.SM Demonstrate pedestrian, bike, and passenger safety.

HE.05.UI04.DM Use decision making process when walking and biking to/from school and in the community.

HE.05.UI05.CC Describe safe equipment use and behavior during sports/recreational activity.

HE.05.UI05.SM Demonstrate safe equipment use and behavior during sports/recreational activity.

HE.05.UI06.CC Explain what to do during an emergency and/or natural disaster (e.g., flood, tsunami, earthquake).

HE.05.UI06.SM Demonstrate safe behavior during an emergency.

HE.05.UI06.GS Set a goal to develop an emergency plan, and practice it.

HE.05.UI07.CC Identify basic first aid procedures.

HE.05.UI07.SM Demonstrate basic first aid.

HE.05.UI08.CC Recognize importance of protecting vision and hearing.

HE.05.UI08.SM Demonstrate safe behaviors for vision and hearing.

HE.05.UI09.CC Describe injury prevention laws.

HE.05.UI09.AI Explain laws regarding helmet and seatbelt use.

HE.05.UI09.SM Demonstrate helmet and seatbelt use.

HE.05.UI09.ADV Encourage others to always use helmets and seatbelts.

Violence and Suicide Prevention

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Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.05.VS01.CC Describe pro-social behaviors.

HE.05.VS01.SM Demonstrate pro-social behaviors.

HE.05.VS01.IC Demonstrate refusal skills to prevent violence.

HE.05.VS02.CC Recognize bullying and cyber bullying behavior and what to do in a bullying situation.

HE.05.VS02.AI Identify how to report unsafe situation to trusted adult(s). (Essential)

HE.05.VS02.SM Demonstrate safe ways to respond to bullying and cyber bullying. (Essential)

HE.05.VS02.IC Demonstrate what to say and do as a victim or bystander of bullying and cyber bullying.

HE.05.VS02.ADV Advocate for a safe school environment. (Essential)

HE.05.VS03.CC Recognize the importance of problem solving, anger management and impulse control in violence prevention.

HE.05.VS03.SM Demonstrate problem-solving skills, anger management steps, and impulse control.

HE.05.VS04.CC Identify the differences between physical, verbal and relational violence.

No skill listed for this concept

HE.05.VS05.CC Identify that media and technology contains violent messages and images.

HE.05.VS05.GS Set personal media and technology use goals.

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