Grades 4-5

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). <u>Bold</u> = Revision Oct. 2012. *Italic* = non-essentials.

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			
Identify short-and long-term consequences of alcohol, tobacco, <u>steroids</u>, and other drug use.	Locate reliable health resources to gather information on alcohol, tobacco, <u>steroids,</u> and other drug use.						
Identify that second-hand smoke is harmful to <u>personal health.</u>		Demonstrate ways to avoid secondhand smoke.					
Explain appropriate use of 'over the counter' and prescription drugs.	<u>Identify appropriate person(s) to dispense medication to children.</u>			<u>Demonstrate communication skills necessary for appropriate use of medication.</u>			
Identify school policies and <u>state</u> 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.			<u>Identify how advertising influences youth to use alcohol and tobacco products.</u>				<u>Encourage youth to recognize advertising influences and to practice media literacy skills.</u>

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)

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

Strand - PREVENTION AND CONTROL OF DISEASE

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

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.**						
Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.		**Demonstrate effective health care practices.**			**Set goal for personal health care.**		**Encourage effective health care practices at home and school.**
Recognize the importance of healthy body systems and how each contributes to personal health.	**Describe how each body system contributes to personal health.**				**Set goal and track progress to improve/ maintain personal health.**		

Related ORS: 336.455 Human Sexuality Education (K-12)
Related OAR: 581-022-1440 Human Sexuality Education (K-12)

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

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

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.					**Assess home or school environment and set goal for a safe, healthy environment.**		

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

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

Strand - PROMOTION OF HEALTHY EATING

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). <u>**Bold**</u> **= Revision Oct. 2012.** *Italic* **= non-essentials.**

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.**				<u>**Advocate for healthy eating habits at home and school.**</u>
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

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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

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.*

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Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation				**Verbally and non-verbally communicate respect for diversity.**			**Advocate respect for diversity.**
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)

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

Strand - PROMOTION OF PHYSICAL ACTIVITY

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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
Recognize health benefits of physical activity.		Identify personal health benefits (academic, physical, mental, emotional, and social) of physical activity.			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.						
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.		Identify how media influences the balance/imbalance between physical activity and food consumption.				

Related ORS: 329.496 – 501 Physical Education Requirements (K-12)
Related OAR: 581-022-1661 Physical Education Requirements (K-12)

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

Strand - PROMOTION OF SEXUAL HEALTH

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

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.**	**Demonstrate personal health care practices.**					
Recognize female and male reproductive systems including reproductive anatomy and function.	**Identify medically accurate information about female and male anatomy.**	**Demonstrate use of medically accurate language for reproductive anatomy and reproduction.**					
Recognize that puberty prepares female and male reproductive systems for the potential to reproduce.	**Describe physical changes related to reproduction, including menstruation.**						
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 sexuality.**	**Demonstrate respect for self and others.**					

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

Strand - PROMOTION OF SEXUAL HEALTH, cont.

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

CC Concepts	AI Accessing Information	SM Self-Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
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.	**Identify trusted adult(s) to report sexual harassment or sexual abuse.**	**Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.**		**Practice and use refusal skills.**			
Identify how culture, media and technology influence our ideas about healthy relationships.							
Describe the characteristics of a healthy relationship.				**Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.**			

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

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

Strand - UNINTENTIONAL INJURY PREVENTON

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

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.					Advocate for safe, healthy products and places.
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.			Demonstrate refusal skills if pressured to misuse fire or fireworks.			
Identify safe behaviors in and around water.		Demonstrate water safety behaviors.		Demonstrate communication skills encouraging water safety behavior.			Encourage family and friends to practice water safety behavior.
Identify safe behaviors when traveling to and from school and in the community.		Demonstrate pedestrian, bike, and passenger safety.				Use decision making process when walking and biking to/from school and in the community.	
Describe safe equipment use and behavior during sports/recreational activity.		Demonstrate safe equipment use and behavior during sports/recreational activity.					

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

Strand - UNINTENTIONAL INJURY PREVENTON, cont.

BOLD = Essential Benchmarks (In Statute/Rule, or State Board Adopted). **Bold** = Revision Oct. 2012. *Italic* = non-essentials.

CC Concepts	AI Accessing Information	SM Self- Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
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.		Demonstrate basic first aid.					
Recognize importance of protecting vision and hearing.		Demonstrate safe behaviors for vision and hearing.					
Describe injury prevention laws.	Explain laws regarding helmet and seatbelt use.	Demonstrate helmet and seatbelt use.					Encourage others to always use helmets and seatbelts.

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)

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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
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)