

# High School

## 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). Bold = Revision Oct. 2012. *Italic* = non-essentials.

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

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# High School

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

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

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<b>CC</b> Concepts	<b>AI</b> Accessing Information	<b>SM</b> Self- Management	<b>INF</b> Analyzing Influences	<b>IC</b> Interpersonal Communication	<b>GS</b> Goal Setting	<b>DM</b> Decision Making	<b>ADV</b> Advocacy
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, <u>steroids, performance enhancing, other drug use, and controlled substances</u> on athletic performance.			<u>Analyze peer and media influence regarding steroid use.</u>				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 <u>safety rules.</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)

581-022-0416 Steroids and Performance Enhancing Substances (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 - PREVENTION AND CONTROL OF DISEASE

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Describe strategies for preventing communicable diseases and early detection of non-communicable diseases.	<u>Identify school and community resources that support early detection.</u>				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.		<u>Demonstrate how to perform self-exams with anatomical models.</u>					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)

# HIGH SCHOOL

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

### Strand - PROMOTION OF ENVIRONMENTAL HEALTH

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<i>Identify ways to reduce exposure to the sun, including tanning beds.</i>			<i>Analyze influences that encourage young people to abstain from protecting oneself from the UV rays.</i>	<i>Communicate to others the importance of preventing exposure to UV rays.</i>			
<b>Describe the impact of air and water pollution, <u>including secondhand smoke.</u></b>				<b><u>Demonstrate the ability to communicate to others the health benefits of a pollution-free environment.</u></b>			Advocate for reducing one's risk to air and water pollution.
<b>Describe how physical environments affect health and well-being.</b>	<b>Access resources at school or in the community that can help <u>create a healthy environment.</u></b>						
<b>Identify ways to reduce pollution and harmful effects to health by using <u>active modes of transportation.</u></b>					<b><u>Set a personal goal to use alternative methods of active transportation.</u></b>		<b><u>Advocate for active modes of transportation.</u></b>

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

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<b>Describe dietary guidelines, food groups, nutrients and <u>portion size</u> for healthy eating habits.</b>		<b>Evaluate the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients.</b>			<b>Set a personal goal based on a dietary analysis to enhance health.</b>		
<i>Explain the importance of variety and moderation in food selection and consumption.</i>	<i>Identify nutrients of concern and all food groups that young people typically under consume.</i>				<i>Set personal goals related to a variety and moderation in food selection and consumption.</i>		<i>Advocate for healthy food choices within school and community, emphasizing under consumed food groups.</i>
<i>Describe the impact nutrition has on chronic disease.</i>				<i>Communicate to others the benefits of a healthy diet.</i>		<i>Make a decision to eat foods that optimize health and well-being.</i>	
<i>Explain how to keep food safe through proper food purchasing, preparation and storage practices.</i>		<i>Demonstrate safe food preparation and storage practices.</i>					<i>Advocate at home and with peers for the use of proper food purchasing, preparation and storage to keep food safe.</i>
<i>Determine the benefits of healthy weight control and healthy weight control practices.</i>			<i>Analyze the impact various influences, including the environment, have on eating habits and attitudes toward weight management.</i>				

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

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Explain how to build and maintain healthy family and peer relationships.	Identify resources at home, school, and in the community for managing family and <u>healthy</u> relationships.		Analyze how personal, family, and cultural values influence <u>healthy</u> behaviors.				
Describe qualities that contribute to a <u>healthy</u> self-image.			Identify influences, <u>peer, family, community and media</u> that contribute to a <u>healthy</u> self-image.				Advocate for healthy communication skills within relationships.
Classify personal stressors at home, in school and <u>community</u> .		Practice strategies for managing and reducing stress, anger, and conflict.			Set a goal to reduce/cope with life stressors in a health enhancing way.		
<u>Describe law for reporting child abuse.</u>	<u>Identify resources at school and in the community for reporting child abuse.</u>						

# HIGH SCHOOL

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

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

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

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

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Explain physical academic, mental and social benefits of physical activity and the relationship of sedentary lifestyle to chronic disease.	Access information for personalized <b>FITT Plans</b> ( <b>Frequency, Intensity, Type, Time</b> ).				<b>Develop short/long term goals to promote life- long fitness. (Essential)</b>		
<i>Describe appropriate use of safety equipment and procedures for physical activity.</i>							<i>Advocate to peers for the use of safety equipment during physical activity.</i>
<i>Describe the role of lifelong fitness in maintaining personal fitness, blood pressure, weight and percentage of body fat.</i>			<i>Describe how physical activity influences life-long wellness.</i>				
<b>Identify the health risks and legal issues related to using steroids, performance-enhancing drugs and controlled substances.</b>						<b>Use the decision making process to refuse and avoid the use of performance enhancing drugs.</b>	

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

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

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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.				<u>Set a personal goal to avoid an unintended pregnancy.</u>		
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.

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

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

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

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

- 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

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

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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.				<u>Demonstrate refusal skills and delay tactics to maintain safety in and around water.</u>			Advocate for safe alternatives to risky situations in and around water.
Explain <u>safe behavior</u> 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.

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Explain <u>safe behaviors to reduce injury</u> 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.

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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

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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, <u>cyber-bullying</u> and harassment affect health and safety.							Design an advocacy campaign for preventing violence, aggression, bullying, <u>cyber-bullying</u> 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.			
<u>Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation.</u>							<u>Advocate for a safe and civil environment to foster student learning and achievement.</u>

# HIGH SCHOOL

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

### Strand - VIOLENCE AND SUICIDE PREVENTION, cont.

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Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	<u>Identify the reporting process within the school setting and describe where and when to report dangerous situations.</u>			<u>Practice effective communication skills for reporting dangerous situations.</u>		<u>Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation.</u>	
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.	<u>Describe how to access resources when you or someone else is depressed or considering suicide.</u>			<u>Practice how to report and get help when depressed or considering suicide.</u>			
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.

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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 <u>media and technology may contain violent messages and images.</u>				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)