Grades K-3

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.

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.**						**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.

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 <u>appropriate</u> use of 'over the counter' and prescription drugs.	**<u>Identify</u> 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.**			

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

Strand - PREVENTION AND CONTROL OF DISEASE

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 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

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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.	*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 <u>substances including second smoke.</u>					**Set a goal <u>for creating a healthy environment and</u> reduced exposure to a potentially harmful substance <u>at home and school.</u>**		

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

Grades K-3

Strand - PROMOTION OF HEALTHY EATING

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 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 <u>from all food groups at home and school.</u>**					**Advocate for <u>a variety of foods from all food groups (focus on food groups to encourage: dairy, fruit, vegetables and whole grain).</u>**
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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 pro-social behaviors within healthy relationships.				**Demonstrate positive communication skills <u>that</u> 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 <u>age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.</u>							**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.*

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

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

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

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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
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.					
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

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 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.				
Identify body parts, proper anatomical names and stages in the basic growth process.		Use medically accurate anatomical names.					
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.	Demonstrate how to clearly say no, how to leave an un-comfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an un-comfortable way.		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.	Identify parents and other trusted adults they can tell if they are being bullied or teased.			Demonstrate how to respond if someone is bullying or teasing them.			

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)

Grades K-3

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). *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 <u>and school</u> 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.**					**<u>Encourage family to test fire alarms regularly.</u>**
Identify ways to reduce risk of injuries in and around water.		**<u>Demonstrate water safety behavior.</u>**			**<u>Set a goal for safety in and around water.</u>**		
Identify safe behaviors when traveling to and from school and in the community.		**<u>Demonstrate pedestrian and bike safety practices.</u>**				**Use a decision making model to plan <u>a safe route to and from school.</u>**	
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 <u>prevent</u> during sports and physical activity.**		

Grades K-3

Strand - UNINTENTIONAL INJURY PREVENTON, cont.

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

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.**	.	**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

Strand - VIOLENCE AND SUICIDE PREVENTION

Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *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 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.**			
Identify that media and technology may contains 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)