

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grades K-12

The mission of the Oregon Department of Education is to foster equity and excellence for every learner through collaboration with educators, partners and communities.

Oregon Department of Education (ODE) wishes to thank all the statewide stakeholders who provided input to develop the new Oregon Health Education Standards and Performance Indicators.

\*Note, a significant change to the new standards includes K-12 grade level performance indicators.

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across our state to ensure equity in education.

Quality health education is characterized by standards-based instruction and provides students with the knowledge and skills needed to lead healthy lives.

Health-literate people are able to obtain and apply knowledge and skills to enhance their own health and the health of others — both now and in the future as their needs change throughout their lives.

ODE is in the process of developing guidance documents to assist districts with implementation of the new standards, and will be conducting an instructional materials review process in the summer of 2017.

Districts should be implementing instructional materials aligned to the new standards in the fall of 2018.



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grades K-12

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### KINDERGARTEN PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- HE.1.K.1 Identify dimensions of health (e.g. physical, mental, social, emotional, and environmental).**
- HE.1.K.2 Identify safe behaviors and ways to reduce risk of common childhood injuries.**
- HE.1.K.3 Identify when it is important to seek healthcare.**
- HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.**
- HE.1.K.5 List potentially unsafe body fluids and objects to avoid.**
- HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).**
- HE.1.K.7 Recognize that there are many ways to express gender.**
- HE.1.K.8 Recognize the importance of treating others with respect including gender expression.**
- HE.1.K.9 Describe the characteristics of a friend.**
- HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.**
- HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.**
- HE.1.K.12 List a variety of ways people express affection within various types of relationships.**
- HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.**
- HE.1.K.14 Identify different kinds of family structures.**
- HE.1.K.15 Define consent as it relates to personal boundaries.**

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- HE.2.K.1 Identify who influences personal health practices and behaviors.**
- HE.2.K.2 Identify school resources that support health practices and behaviors.**
- HE.2.K.3 Identify how the media can influence health behaviors.**
- HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.K.1 Identify ways to locate school and community health helpers.**

**HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.K.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.**

**HE.3.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.**

**HE.3.K.5 Identify who to report to at home, school and in the community if they see unsafe objects.**

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.**

**HE.4.K.2 Identify effective active listening skills.**

**HE.4.K.3 Identify effective refusal skills to avoid or reduce health risks.**

**HE.4.K.4 Identify sources of support to go to if threatened or harmed.**

**HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.K.1 Identify when help is needed to make a health-related decision.**

**Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.K.1 Identify a short-term personal health goal and take action toward achieving the goal.**

**HE.6.K.2 Identify resources to achieve health-related goals.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.K.1 Identify healthy practices and behaviors that maintain or improve personal health.**

**HE.7.K.2 Recognize behaviors that avoid or reduce health risks.**

**HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.**

**Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.K.1 Demonstrate ways to promote personal health.**

**HE.8.K.2 Encourage peers to select positive health choices.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE ONE PERFORMANCE INDICATORS

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.1.1 Describe the dimensions of health (e.g. physical, mental, social, emotional, and environmental).**

**HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.**

**HE.1.1.3 Identify when it is important to seek healthcare.**

**HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.**

**HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).**

**HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.**

**HE.1.1.7 Explain that there are many ways to express gender.**

**HE.1.1.8 Recognize the importance of treating others with respect including gender expression.**

**HE.1.1.9 Describe how they can be a good friend.**

**HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.**

**HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.**

**HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.**

**HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.**

**HE.1.1.14 Describe different kinds of family structures.**

**HE.1.1.15 Describe consent as it relates to personal boundaries.**

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.1.1 Identify how family influences personal health practices and behaviors.**

**HE.2.1.2 Describe how school resources support health practices and behaviors.**

**HE.2.1.3 Describe how the media can influence health behaviors.**

**HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.1.1 Describe ways to locate school and community health helpers.**

**HE.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.1.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable.**

**HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.**

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.**

**HE.4.1.2 Describe effective active listening skills.**

**HE.4.1.3 Identify effective refusal skills to avoid or reduce health risks.**

**HE.4.1.4 Describe ways to tell sources of support if threatened or harmed.**

**HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.1.1 Describe situations when a health-related decision is needed.**

**Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal.**

**HE.6.1.2 Describe resources to achieve health-related goals.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.1.1 Describe healthy practices and behaviors that maintain or improve personal health.**

**HE.7.1.2 Describe behaviors that avoid or reduce health risks.**

**HE.7.1.3 Describe how to clearly say no and how to leave an uncomfortable situation.**

**Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.1.1 Discuss ways to make requests to promote personal health.**

**HE.8.1.2 Encourage peers to make positive health choices.**



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE TWO PERFORMANCE INDICATORS

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).**

**HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries.**

**HE.1.2.3 Identify when it is important to seek healthcare.**

**HE.1.1.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.**

**HE.1.2.5 Demonstrate ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).**

**HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.**

**HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.**

**HE.1.2.8 Recognize the importance of treating others with respect including gender expression.**

**HE.1.2.9 Describe how they can be a good friend.**

**HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.**

**HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.**

**HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.**

**HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.**

**HE.1.2.14 Identify how media and technology influence our ideas about friendships.**

**HE.1.2.15 Explain different kinds of family structures.**

**HE.1.2.16 Practice consent as it relates to personal boundaries.**

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.**

**HE.2.2.2 Demonstrate how school resources support health practices and behaviors.**

**HE.2.2.3 Demonstrate how the media can influence health behaviors.**

**HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.**

**HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.2.1 Demonstrate ways to locate school and community health helpers.**

**HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.**

**HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.**

**HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.**

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.**

**HE.4.2.2 Demonstrate effective active listening skills.**

**HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.**

**HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.**

**HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.2.1 Demonstrate decision-making skills for health-related situations.**

**Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.**

**HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.**

**HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.**

**HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.**

**Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.2.1 Explain the importance of promoting personal health.**

**HE.8.2.2 Encourage peers to justify positive health choices.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE THREE PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.3.1 Identify the relationship between healthy behaviors and personal health.**

**HE.1.3.2 List examples of physical, mental, social, emotional, and environmental health.**

**HE.1.3.3 Recognize ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.**

**HE.1.3.4 Describe ways to prevent common childhood injuries and health problems.**

**HE.1.3.5 Identify why it is important to seek health care.**

**HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.**

**HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects.**

**HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).**

**HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.**

**HE.1.3.10 Define sexual orientation.**

**HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.**

**HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.**

**HE.1.3.13 Identify the characteristics of a healthy relationship.**

**HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.**

**HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.**

**HE.1.3.16 Describe a variety of ways people express affection within various types of relationships.**

**HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.**

**HE.1.3.18 Identify how media and technology influence our ideas about friendships.**

**HE.1.3.19 Define consent as it relates to personal boundaries.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.3.1 Recognize the influence of culture on personal health practices and behaviors.**

**HE.2.3.2 Explain how school resources support health practices and behaviors.**

**HE.2.3.3 Recognize how media influences thoughts, feelings, and health behaviors.**

**HE.2.3.4 Recognize how peers and family can influence healthy and unhealthy behaviors.**

**HE.2.3.5 Recognize how peers and family can influence ideas about body image.**

**HE.2.3.6 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.**

**HE.2.3.7 Recognize ways that technology can influence personal health.**

**HE.2.3.8 Describe positive and negative ways friends and peers can influence various relationships.**

**HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.3.1 Locate resources from home, school, and community that provide valid health information.**

**HE.3.3.2 Recognize characteristics of valid health information, products, and services.**

**HE.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.**

**HE.3.3.5 Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.**

**HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.**

**HE.3.3.8 Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.3.9 Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.3.1 Recognize effective verbal and nonverbal communication skills to enhance health.**

**HE.4.3.2 Recognize when to ask for assistance to enhance personal health.**

**HE.4.3.3 Recognize effective refusal skills that avoid or reduce health risks.**

**HE.4.3.4 Recognize nonviolent strategies to manage or resolve conflict.**

**HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.3.6 Identify ways to communicate your thoughts and feelings while maintaining healthy relationships.**

**HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.3.1 Recognize health-related situations that might require a decision.**

**HE.5.3.2 Recognize when assistance is needed in making a health-related decision.**

**HE.5.3.3 Recognize a healthy option when making a decision.**

**HE.5.3.4 Recognize the outcomes of a health-related decision.**

**Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.3.1 Choose a personal health goal and track progress toward its achievement.**

**HE.6.3.2 Recognize resources to assist in achieving a personal health goal.**

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.3.1 Recognize responsible personal health behaviors.**

**HE.7.3.2 Recognize a variety of healthy practices and behaviors that maintain or improve personal health.**

**HE.7.3.3 Recognize a variety of behaviors to avoid or reduce health risks.**

**HE.7.3.4 List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity, and sexual orientation.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.3.1 Recognize opinions that use accurate information about health issues.**

**HE.8.3.2 Recognize ways to encourage others to make positive health choices.**

**HE.8.3.3 List ways students can work together to promote dignity and respect for all people.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE FOUR PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- HE.1.4.1 Describe the relationship between healthy behaviors and personal health.**
- HE.1.4.2 Describe examples of physical, mental, social, emotional, and environmental health.**
- HE.1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.**
- HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.**
- HE.1.4.5 Describe why it is important to seek help with a health issue.**
- HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.**
- HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.**
- HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**
- HE.1.4.9 Define sexual orientation.**
- HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.**
- HE.1.4.11 Understand importance of treating others with respect regarding gender expression and sexual orientation.**
- HE.1.4.12 Describe the characteristics of a healthy relationship.**
- HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.**
- HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.**
- HE.1.4.15 Describe a variety of ways people express affection within various types of relationships.**
- HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.**
- HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.**
- HE.1.4.18 Discuss consent as it relates to personal boundaries.**



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.4.1 Describe the influence of culture on personal health practices and behaviors.**

**HE.2.4.2 Describe how the school and community can support personal health practices and behaviors.**

**HE.2.4.3 Describe how media influences thoughts, feelings, and health behaviors.**

**HE.2.4.4 Describe how peers and family can influence healthy and unhealthy behaviors.**

**HE.2.4.5 Describe how friends and family can influence ideas about body image.**

**HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.**

**HE.2.4.7 Describe ways that technology can influence personal health.**

**HE.2.4.8 Compare positive and negative ways friends and peers can influence various relationships.**

**HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.4.1 Describe resources from home, school, and community that provide valid health information.**

**HE.3.4.2 Describe characteristics of valid health information, products, and services.**

**HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.**

**HE.3.4.5 Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.**

**HE.3.4.6 Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.**

**HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.**

**HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.4.10 Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

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**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.4.1 Describe effective verbal and nonverbal communication skills to enhance health.**

**HE.4.4.2 Describe how to ask for assistance to enhance personal health.**

**HE.4.4.3 Describe refusal skills that avoid or reduce health risks.**

**HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.**

**HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.4.6 Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.**

**HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.4.1 Describe health-related situations that might require a decision.**

**HE.5.4.2 Describe when assistance is needed in making a health-related decision.**

**HE.5.4.3 Describe a healthy option when making a decision.**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.4.1 Set a personal health goal and track progress toward its achievement.**

**HE.6.4.2 Describe resources to assist in achieving a personal health goal.**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.4.1 Describe responsible personal health behaviors.**

**H.E.7.4.2 Describe a variety of healthy practices and behaviors that maintain or improve personal health, including but not limited to, healthy food choices and 60 minutes of daily physical activity.**

**HE.7.4.3 Describe a variety of behaviors to avoid or reduce health risks.**

**HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

HE.8.4.1 Communicate opinions using accurate information about health issues.

HE.8.4.2 Describe ways to encourage others to make positive health choices.

**HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied.**

**HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE FIVE PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.5.1 Analyze the relationship between healthy behaviors and personal health.**

**HE.1.5.2 Analyze examples of physical, mental, social, emotional, and environmental health.**

**HE.1.5.3 Analyze ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote health literacy.**

**HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.**

**HE.1.5.5 Demonstrate when it is important to seek health care.**

**HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.**

**HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.**

**HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**

**HE.1.5.9 Identify health care practices related to physical changes during puberty.**

**HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.**

**HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.**

**HE.1.5.12 Discuss ways of expressing gender.**

**HE.1.5.13 Describe the importance of treating others with respect regarding gender expression and sexual orientation.**

**HE.1.5.14 Discuss the characteristics of a healthy relationship.**

**HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.**

**HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.**

**HE.1.5.17 Analyze a variety of ways people express affection within various types of relationships.**

**HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.**

**HE.1.5.19 Discuss how culture, media and technology influence our ideas about healthy relationships.**

**HE.1.5.20 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.**

**HE.1.5.21 Practice how consent relates to personal boundaries.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors.**

**HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors.**

**HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors.**

**HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors.**

**HE.2.5.5 Discuss how friends and family can influence ideas about body image.**

**HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.**

**HE.2.5.7 Analyze ways that technology can influence personal health.**

**HE.2.5.8 Analyze ways friends and peers can influence various relationships.**

**HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.5.1 Analyze resources from home, school, and community that provide valid health information.**

**HE.3.5.2 Analyze characteristics of valid health information, products, and services.**

**HE.3.5.3 Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.**

**HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.**

**HE.3.5.5 Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.**

**HE.3.5.6 Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.**

**HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.**

**HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.5.10 Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.**

**HE.4.5.2 Demonstrate how to ask for assistance to enhance personal health.**

**HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.**

**HE.4.5.4 Demonstrate nonviolent strategies to manage or resolve conflict.**

**HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.5.6 Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.**

**HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.5.1 Analyze health-related situations that might require a decision.**

**HE.5.5.2 Analyze when assistance is needed in making a health-related decision.**

**HE.5.5.3 Analyze a healthy option when making a decision.**

**HE.5.5.4 Reflect the outcomes of a health-related decision.**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.5.1 Analyze a personal health goal and track progress toward its achievement.**

**HE.6.5.2 Analyze resources to assist in achieving a personal health goal.**

**HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.5.1 Analyze responsible personal health behaviors.**

**HE.7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health.**

**HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.**

**HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.**

**HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.5.1 Express opinions based on accurate information about health issues.**

**HE.8.5.2 Encourage others to make positive health choices.**

**HE.8.5.3 Persuade others to take action when someone else is being teased, harassed or bullied.**

**HE.8.5.4 Explain how to promote safety, respect, awareness and acceptance of yourself and others.**

**HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

## GRADE SIX PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.6.1 Analyze the relationship between healthy behaviors and personal health.**

**HE.1.6.2 Describe qualities that contribute to a healthy body image.**

**HE.1.6.3 Describe the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.**

**HE.1.6.4 Identify how the environment affects personal health.**

**HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.**

**HE.1.6.6 Describe ways to reduce exposure to the sun.**

**HE.1.6.7 Identify the physical, academic, mental, and social benefits of physical activity.**

**HE.1.6.8 Recognize factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.**

**HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations.**

**HE.1.6.10 Describe basic first aid procedures needed to treat injuries and other emergencies.**

**HE.1.6.11 Explain safe behaviors when traveling to and from school and in the community.**

**HE.1.6.12 Recognize the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.**

**HE.1.6.13 Describe the benefits of and barriers to practicing healthy behaviors.**

**HE.1.6.14 Identify the factors that contribute to chronic diseases.**

**HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.**

**HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.**

**HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and non-communicable diseases.**

**HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.**

**HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**

**HE.1.6.20 Describe health care practices related to physical changes during puberty.**

**HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.**

**HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.**

**HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures.**

**HE.1.6.24 Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.**

**HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.**

**HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.**

**HE.1.6.27 Identify everyone has the right to say who touches their body and how.**



## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.**

**HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.**

**HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.**

**HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.**

**HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.**

**HE.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.**

**HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.**

**HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.**

**HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.**

**HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.**

**HE.1.6.38 Identify ways to prevent HIV and other STDs.**

**HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.**

**HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.**

**HE.1.6.41 Identify consent as a freely given yes.**

**HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention.**

**HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.**

**HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.**

**HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.**

**HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.**

**HE.1.6.47 State the stages of addiction.**

**HE.1.6.48 Identify ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.**

**HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.**

**HE.1.6.50 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.**

**HE.1.6.51 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.**

**HE.1.6.52 Identify between healthy eating, disordered eating, and eating disorders.**

**HE.1.6.53 Recognize the importance of variety and moderation in food selection and consumption.**

**HE.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.

HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.**

**HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors.**

**HE.2.6.3 Examine how messages from media influence health behaviors.**

**HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.**

**HE.2.6.5 Describe how friends and family can influence ideas about body image.**

**HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.**

**HE.2.6.7 Examine the impact of technology and social media on various types of relationships.**

**HE.2.6.8 Recognize the influence of technology on personal and family health.**

**HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.**

**HE.2.6.10 Examine how the family influences the health of adolescents.**

**HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.**

**HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults).**

**HE.2.6.13 Identify how the perceptions of norms influence healthy and unhealthy behaviors.**

**HE.2.6.14 Explain the influence of personal values and beliefs on individual health practices and behaviors.**

**HE.2.6.15 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

**HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.**

**HE.2.6.17 Recognize factors that influence a healthy, active lifestyle.**

**HE.2.6.18 Examine how school and public health policies can influence health promotion and disease prevention.**

**HE.2.6.19 Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.**

**HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.**

**HE.2.6.21 Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.**

**HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.6.2 Explain the validity of health information, products, and services.**

**HE.3.6.3 Describe strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.**

**HE.3.6.4 Describe situations that may require professional health services.**

**HE.3.6.5 Determine the accessibility of products that enhance health.**

**HE.3.6.6 Identify valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.6.7 Identify sources of medically-accurate information about human sexual and reproductive anatomy.**

**HE.3.6.8 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.**

**HE.3.6.9 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.**

**HE.3.6.11 Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.**

**HE.3.6.12 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.6.13 Identify school and community resources for reporting child abuse.**

**HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and prevention.**

**HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.**

**HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.**

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.**

**HE.4.6.2 Describe how to ask for assistance to enhance the health of self and others.**

**HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.**

**HE.4.6.4 Explain effective conflict management or resolution strategies.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.6.6 Explain communication skills that foster healthy relationships.**

**HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.6.8**

**List a variety of clear communication skills to report and/or access help in dangerous situations.**

**HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.**

**HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.**

**HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.**

**HE.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.6.1 Recognize when health-related situations require the application of a thoughtful decision-making process.**

**HE.5.6.2 Identify protective factors and barriers that can impact healthy decision making.**

**HE.5.6.3 Analyze when assistance is needed in making a health-related decision.**

**HE.5.6.4 Recognize healthy options when making a decision about health-related issues or problems.**

**HE.5.6.5 Describe how to use a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.**

**HE.5.6.6 Recognize when individual or collaborative decision making is appropriate.**

**HE.5.6.7 Describe the decision making process to practice safety in and around motor vehicles.**

**HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.**

**HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.**

**HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.**

**HE.5.6.11 Practice a decision making process to give or receive consent.**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.6.1 Create a goal to maintain, or improve a personal health practices.**

**HE.6.6.2 List personal health practices that lead to a healthy lifestyle.**

**HE.6.6.3 Identify strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.**

**HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.**

**HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**HE.6.6.6 Develop a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.**

**HE.6.6.7 Create and implement a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.**

**HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.**

**HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).**

**HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect.**

**HE.6.6.11 Identify a personal goal to be treated with dignity and respect.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.6.1 Recognize the importance of assuming responsibility for personal health behaviors.**

**HE.7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.**

HE.7.6.3 Identify healthy ways to maintain a healthy body weight.

HE.7.6.4 List personal strategies for minimizing potential harm from exposure to the sun.

HE.7.6.5 Conduct a personal dietary assessment using the USDA guidelines.

HE.7.6.6 Choose effective ways to promote respect for self and others, including others who are different from you.

HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.

**HE.7.6.8 Identify ways to be physically active throughout a lifetime.**

HE.7.6.9 Identify the early signs of stress.

**HE.7.6.10 Identify behaviors to avoid or reduce health risks to self and others.**

**HE.7.6.11 Demonstrate personal health care practices that prevent the spread of communicable disease.**

**HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.**

**HE.7.6.13 Identify the steps to correctly use a condom.**

**HE.7.6.14 List criteria for evaluating the health of a relationship.**

**HE.7.6.15 List ways to treat your friends, family and partner with dignity and respect.**

**HE.7.6.16 Describe strategies to use social media safely, legally and respectfully.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.6.1 State a health-enhancing position on a topic and support it with accurate information.**

**HE.8.6.2 Describe how to influence and support others to make positive health choices.**

**HE.8.6.3 Identify how to promote empathy for individual differences.**

**HE.8.6.4 Describe a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**

**HE.8.6.5 Describe how to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**

**HE.8.6.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.**

**HE.8.6.7 Investigate school policies and programs that promote dignity and respect for all.**

**HE.8.6.8 Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.**

**HE.8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE SEVEN PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.7.1 Analyze the relationship between healthy behaviors and personal health.**

**HE.1.7.2 Describe qualities that contribute to a healthy body image.**

**HE.1.7.3 Explain the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.**

**HE.1.7.4 Identify how the environment affects personal health.**

**HE.1.7.5 Explain ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.**

**HE.1.7.6 Describe ways to reduce exposure to the sun.**

**HE.1.7.7 Explain the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.**

**HE.1.7.8 Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.**

**HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.**

**HE.1.7.10 Apply basic first aid procedures needed to treat injuries and other emergencies.**

**HE.1.7.11 Plan safe behaviors when traveling to and from school and in the community.**

**HE.1.7.12 Explain the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.**

**HE.1.7.13 Describe the benefits of and barriers to practicing healthy behaviors.**

**HE.1.7.14 Identify the factors that contribute to chronic diseases.**

**HE.1.7.15 Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.**

**HE.1.7.16 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.**

**HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.**

**HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and non-communicable diseases.**

**HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.**

**HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**

**HE.1.7.21 Explain health care practices related to physical changes during puberty.**

**HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.**

**HE.1.7.23 Describe the physical, social, cognitive and emotional changes of adolescence.**

**HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.**

**HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.**



## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

- HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.
- HE.1.7.27 Define the characteristics of healthy and unhealthy relationships.
- HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.
- HE.1.7.29 Describe a range of ways people express affection within various types of relationships.
- HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.
- HE.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.
- HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.
- HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.
- HE.1.7.40 Define ways to prevent HIV and other STDs.
- HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.
- HE.1.7.43 Define consent as a freely given yes.
- HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.
- HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.
- HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.
- HE.1.7.47 Recognize the signs and symptoms of a pregnancy.
- HE.1.7.48 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors.
- HE.1.7.50 Explain the stages of addiction and its' effects on the adolescent brain.
- HE.1.7.51 Develop ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.
- HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs.
- HE.1.7.53 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.1.7.54 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.**

HE.1.7.55 Distinguish between healthy eating, disordered eating, and eating disorders.

**HE.1.7.56 Describe the importance of a nutrient-rich diet.**

HE.1.7.57 Identify personal stressors at home, in school and community and strategies to reduce stress.

HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.

HE.1.7.59 Explain the roles of problem-solving, anger management and impulse control have on preventing violence.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.7.1 Recognize the influence of culture on health beliefs, practices, and behaviors.**

**HE.2.7.2 Explain how the school and community can affect personal health practices and behaviors.**

**HE.2.7.3 Analyze how messages from media influence health behaviors.**

**HE.2.7.4 Review how peers influence healthy and unhealthy behaviors.**

**HE.2.7.5 Describe what influences our values around body image, including the media.**

**HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.**

**HE.2.7.7 the impact of technology and social media on various types of relationships.**

**HE.2.7.8 Describe the influence of technology on personal and family health.**

**HE.2.7.9 Discuss how food choices are influenced by culture, family, media, technology, peers, body image and emotions.**

**HE.2.7.10 Analyze how the family influences the health of adolescents**

**HE.2.7.11 Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others.**

**HE.2.7.12 Describe influences that may affect self-esteem (e.g., peers, media, and adults).**

**HE.2.7.13 Explain how the perceptions of norms influence healthy and unhealthy behaviors.**

**HE.2.7.14 Examine the influence of personal values and beliefs on individual health practices and behaviors.**

**HE.2.7.15 Review how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

**HE.2.7.16 Describe the influences that may encourage young people to engage in risky, addictive behaviors.**

**HE.2.7.17 Explain factors that influence a healthy, active lifestyle.**

**HE.2.7.18 Explain how school and public health policies can influence health promotion and disease prevention.**

**HE.2.7.19 Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.**

**HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.**

**HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.**

**HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.**

**HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.**

**HE.2.7.25 Describe how our values impact our sexual health-related decisions.**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.7.1 Access valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.7.2 Analyze the validity of health information, products, and services.**

**HE.3.7.3 Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.**

**HE.3.7.4 Examine situations that may require professional health services.**

**HE.3.7.5 Review the accessibility of products that enhance health.**

**HE.3.7.6 Locate valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.7.7 Describe sources of medically-accurate information about human sexual and reproductive anatomy.**

**HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.**

**HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.7.10 Describe information and sources of support for healthy and unhealthy relationships.**

**HE.3.7.11 Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.7.12 Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.**

**HE.3.7.13 Review school and community resources for reporting child abuse.**

**HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.**

**HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.**

**HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.7.1 Analyze effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.**

**HE.4.7.2 Practice how to ask for assistance to enhance the health of self and others.**

**HE.4.7.3 Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

**HE.4.7.4 Demonstrate effective conflict management or resolution strategies.**

**HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.7.6 Practice communication skills that foster healthy relationships.**

**HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations.**

**HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.**

**HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.**

**HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.**

**HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships.**

**HE.4.7.13 Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.7.1 Explain when health-related situations require the application of a thoughtful decision-making process.**

**HE.5.7.2 Describe protective factors and barriers that can impact healthy decision making.**

**HE.5.7.3 Analyze when assistance is needed in making a health-related decision.**

**HE.5.7.4 Describe healthy options when making a decision about health-related issues or problems.**

**HE.5.7.5 Practice using a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.**

**HE.5.7.6 Distinguish when individual or collaborative decision making is appropriate.**

**HE.5.7.7 Use a decision making process to promote safe practices in and around motor vehicles.**

**HE.5.7.8 Explain healthy and unhealthy options to health-related issues or problems.**

**HE.5.7.9 Practice using a decision-making process to enhance or establish healthy relationships.**

**HE.5.7.10 Practice a decision making process to make healthy choices around sexual health.**

**HE.5.7.11 Practice a decision making process to give or receive consent.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.7.1 Develop and analyze a goal to maintain, or improve a personal health practices.**

**HE.6.7.2 Explain personal health practices that lead to a healthy lifestyle.**

**HE.6.7.3 Describe strategies and skills needed to attain a personal health goal such as implementing and monitoring of a physical activity health plan.**

**HE.6.7.4 Apply and analyze achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.**

**HE.6.7.5 Create and analyze a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).**

**HE.6.7.6 Develop and apply a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.**

**HE.6.7.7 Create and design a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.**

**HE.6.7.8 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

**HE.6.7.9 Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).**

**HE.6.7.10 Set a personal goal to treat your partners with dignity and respect.**

**HE.6.7.11 Set a personal goal to be treated with dignity and respect.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.7.1 Explain the importance of assuming responsibility for personal health behaviors.**

**HE.7.7.2 Demonstrate the ability to practice healthy behaviors that can maintain or improve the health of self and others.**

HE.7.7.3 Differentiate healthy ways to maintain a healthy body weight.

HE.7.7.4 Describe personal strategies for minimizing potential harm from exposure to the sun.

HE.7.7.5 Conduct a personal dietary assessment using the USDA guidelines.

HE.7.7.6 Demonstrate effective ways to promote respect for self and others, including others who are different from you.

HE.7.7.7 Practice managing personal stressors with peers, at home, in school, and community.

**HE.7.7.8 Propose ways to be physically active throughout a lifetime.**

HE.7.7.9 Explain the early signs of stress and practice stress management techniques.

**HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.**

**HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others.**

**HE.7.7.12 Apply personal health care practices that prevent the spread of communicable disease.**

**HE.7.7.13 Describe the steps to correctly use a condom.**

**HE.7.7.14 Assess the criteria for evaluating the health of a relationship.**

**HE.7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.**

**HE.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships.**

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.7.1 Express a health-enhancing position on a topic and support it with accurate information.**

**HE.8.7.2 Demonstrate how to influence and support others to make positive health choices.**

**HE.8.7.3 Develop a plan to promote of empathy for individual differences.**

**HE.8.7.4 Analyze a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**

**HE.8.7.5 Demonstrate how to influence and support others to make positive health choices that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**

**HE.8.7.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.**

**HE.8.7.7 Assess for school policies and programs that promote dignity and respect for all.**

**HE.8.7.8 Assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.**

**HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.**

OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

## GRADE EIGHT PERFORMANCE INDICATORS

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.8.1 Analyze the relationship between healthy behaviors and personal health.**

**HE.1.8.2 Describe qualities that contribute to a healthy body image.**

**HE.1.8.3 Analyze the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.**

**HE.1.8.4 Identify how the environment affects personal health.**

**HE.1.8.5 Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.**

**HE.1.8.6 Describe ways to reduce exposure to the sun.**

**HE.1.8.7 Analyze the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.**

**HE.1.8.8 Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.**

**HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations.**

**HE.1.8.10 Demonstrate basic first aid procedures needed to treat injuries and other emergencies.**

**HE.1.8.11 Evaluate safe behaviors when traveling to and from school and in the community.**

**HE.1.8.12 Analyze the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.**

**HE.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors.**

**HE.1.8.14 Identify the factors that contribute to chronic diseases.**

**HE.1.8.15 Plan what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.**

**HE.1.8.16 Assess the likelihood of injury or illness if engaging in unhealthy behaviors.**

**HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.**

**HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases.**

**HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.**

**HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**

**HE.1.8.21 Explain the health care practices related to physical changes during puberty.**

**HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.**

**HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.**

**HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.**

**HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.**



## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

- HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.
- HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.
- HE.1.8.28 Explain why everyone has the right to say who touches their body and how.
- HE.1.8.29 Discuss the range of ways people express affection within various types of relationships.
- HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.
- HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships.
- HE.1.8.35 Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.
- HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.
- HE.1.8.40 Explain ways to prevent HIV and other STDs.
- HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.
- HE.1.8.42 Discuss the potential impacts of power differences such as age, status or position within relationships.
- HE.1.8.43 Identify prenatal practices that can contribute to a healthy pregnancy.
- HE.1.8.44 Discuss consent as a freely given yes.
- HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
- HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.
- HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.
- HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy.
- HE.1.8.49 Identify physical, emotional, and social effects of sexual activity.
- HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.8.51 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.
- HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain.

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.1.8.54 Evaluate ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.**

**HE.1.8.55 Describe the perceptions and societal norms teens have regarding addictive drugs.**

**HE.1.8.56 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.**

**HE.1.8.57 Evaluate the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.**

**HE.1.8.58 Assess the differences between healthy eating, disordered eating, and eating disorders.**

**HE.1.8.59 Develop a dietary plan that promotes healthful eating.**

**HE.1.8.60 Identify personal stressors at home, in school and community and strategies to reduce stress.**

**HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.**

**HE.1.8.62 Analyze the roles of problem-solving, anger management and impulse control have on preventing violence.**

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.2.8.1 Analyze the influence of culture on health beliefs, practices, and behaviors.**

**HE.2.8.2 Analyze how the school and community can affect personal health practices and behaviors.**

**HE.2.8.3 Critique how messages from media influence health behaviors.**

**HE.2.8.4 Assess how peers influence healthy and unhealthy behaviors.**

**HE.2.8.5 Analyze what influences our values around body image, including the media.**

**HE.2.8.6 Assess the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.**

**HE.2.8.7 Assess the impact of technology and social media on various types of relationships.**

**HE.2.8.8 Analyze the influence of technology on personal and family health.**

**HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions.**

**HE.2.8.10 Assess how the family influences the health of adolescents.**

**HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.**

**HE.2.8.12 Analyze influences that may affect self-esteem (e.g., peers, media, and adults).**

**HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors.**

**HE.2.8.14 Assess the influence of personal values and beliefs on individual health practices and behaviors.**

**HE.2.8.15 Determine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

**HE.2.8.16 Report on the influences that may encourage young people to engage in risky, addictive behaviors.**

**HE.2.8.17 Differentiate between factors that influence a healthy, active lifestyle**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**HE.2.8.18 Critique school and public health policies that can influence health promotion and disease prevention.**

**HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.**

**HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.**

**HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.**

**HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.**

**HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.**

**HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.**

**HE.2.8.25 Analyze how our values impact our sexual health-related decisions.**

**HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.**

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.8.1 Compare valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.8.2 Evaluate the validity of health information, products, and services.**

**HE.3.8.3 Differentiate the resources available for adolescents on leading a healthy, active lifestyle.**

**HE.3.8.4 Review situations that may require professional health services.**

**HE.3.8.5 Evaluate the accessibility of products that enhance health.**

**HE.3.8.6 Critique valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.**

**HE.3.8.7 Access sources of medically-accurate information about human sexual and reproductive anatomy.**

**HE.3.8.8 Access medically accurate sources of information about puberty, development and sexuality.**

**HE.3.8.9 Access accurate information about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.8.10 Access information and sources of support for healthy and unhealthy relationships.**

**HE.3.8.11 Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.**

**HE.3.8.12 Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

**HE.3.8.13 Select school and community resources for reporting child abuse.**

**HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention.**

**HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.**

**HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.**

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.**

**HE.4.8.2 Demonstrate how to ask for assistance to enhance the health of self and others.**

**HE.4.8.3 Demonstrate and/or assess refusal and negotiation skills that avoid or reduce health risks.**

**HE.4.8.4 Demonstrate and/or assess effective conflict management or resolution strategies.**

**HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.8.6 Demonstrate communication skills that foster healthy intimate relationships.**

**HE.4.8.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.**

**HE.4.8.8 Demonstrate effective communication skills to report and/or access help in dangerous situations.**

**HE.4.8.9 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.**

**HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.**

**HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.**

**HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.**

**HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.**

**HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.**

**HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.8.1 Predict when health-related situations require the application of a thoughtful decision-making process.**

**HE.5.8.2 Assess circumstances that can help or hinder healthy decision making.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

**HE.5.8.3 Predict when additional adult and/or professional input is appropriate for health related decision making.**

**HE.5.8.4 Analyze healthy options when making a decision about health-related issues or problems.**

**HE.5.8.5 Apply a decision making process to avoid or refuse addictive or harmful substances and/or behaviors**

**HE.5.8.6 Justify when individual or collaborative decision making is appropriate.**

**HE.5.8.7 Apply the decision making process to use safety practices in and around motor vehicles.**

**HE.5.8.8 Distinguish between healthy and unhealthy options to solve health-related issues or problems.**

**HE.5.8.9 Apply the decision-making process to enhance or establish healthy relationships.**

**HE.5.8.10 Assess a decision making process to make healthy choices around sexual health.**

**HE.5.8.11 Assess a decision making process to give or receive consent for consensual sexual activity.**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.8.1 Evaluate a goal to maintain, or improve a personal health practice.**

**HE.6.8.2 Assess personal health practices that lead to a healthy lifestyle.**

**HE.6.8.3 Apply strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.**

**HE.6.8.4 Manage achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.**

**HE.6.8.5 Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).**

**HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.**

**HE.6.8.7 Create and manage a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.**

**HE.6.8.8 Review how personal health goals can vary with changing abilities, priorities, and responsibilities.**

**HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).**

**HE.6.8.10 Establish a personal goal to not have sex until you're ready.**

**HE.6.8.11 Establish a personal goal to use protection when sexually active.**

**HE.6.8.12 Discuss a personal goal to be treated with dignity and respect.**

**HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.**

**HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

**BOLD = In Statute/Rule**

- HE.7.8.3 Promote healthy ways to maintain a healthy body weight.
- HE.7.8.4 Establish personal strategies for minimizing potential harm from exposure to the sun.
- HE.7.8.5 Conduct a personal dietary assessment using the USDA guidelines.
- HE.7.8.6 Apply effective ways to promote respect for self and others, including others who are different from you.
- HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community.
- HE.7.8.8 Report on ways to be physically active throughout a lifetime.**
- HE.7.8.9 Evaluate personal stress and implement stress management techniques.
- HE.7.8.10 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.**
- HE.7.8.11 Evaluate behaviors to avoid or reduce health risks to self and others.**
- HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.**
- HE.7.8.13 Demonstrate the steps to correctly use a condom.**
- HE.7.8.14 Analyze the criteria for evaluating the health of a relationship.**
- HE.7.8.15 Assess ways to treat your partner with dignity and respect.**
- HE.7.8.16 Demonstrate effective ways to communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship.**

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- HE.8.8.1 Propose a health-enhancing position on a topic and support it with accurate information.**
- HE.8.8.2 Demonstrate how to influence and support others to make positive health choices.**
- HE.8.8.3 Advocate for the promotion of empathy for individual differences.**
- HE.8.8.4 Advocate for a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**
- HE.8.8.5 Design an advocacy campaign to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.**
- HE.8.8.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.**
- HE.8.8.7 Advocate for school policies and programs that promote dignity and respect for all.**
- HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.**
- HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

***BOLD = In Statute/Rule***

## HIGH SCHOOL OUTCOMES

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.1.12.1 Predict how healthy behaviors can affect health status.**

**HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health.**

**HE.1.12.3 Explain how environment (both physical and social) and personal health are interrelated.**

**HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.**

**HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.**

**HE.1.12.6 Explain how genetics and family history can impact personal health**

**HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.**

**HE.1.12.8 Explain disparities that exist between access to health care and health status.**

**HE.1.12.9 Explain key concepts of fitness including target heart rate, phases of a workout.**

**HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.**

**HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources.**

**HE.1.12.12 Explain key concepts of Unintentional Injury Prevention and Care, including by not limited to CPR.**

**HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.**

**HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.**

**HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.**

**HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.**

**HE.1.12.17 Explain how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.**

**HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.**

**HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.**

**HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.**

**HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.**

**HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.**

**HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.**

**HE.1.12.24 Express that everyone has the right to say who touches their body and how.**



## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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- HE.1.12.25 Express that it is never ok to touch someone, or make someone touch you if they don't want to.
- HE.1.12.26 Describe a range of ways to express affection within healthy relationships.
- HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.
- HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.
- HE.1.12.29 Explain the role and impact of technology and social media in personal safety.
- HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).
- HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.
- HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)
- HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.
- HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
- HE.1.12.38 Recognize that many teens successfully use condoms.
- HE.1.12.39 Discuss laws related to sex and sexual health.
- HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.
- HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.
- HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape stalking, domestic violence, and dating violence.
- HE.1.12.43 Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors, including how the development of the teen brain affects the decision-making process.
- HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).
- HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.
- HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.
- HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**



## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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- HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.**
- HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.**
- HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.**
- HE.2.12.4 Analyze how peers influence health beliefs, behaviors, and outcomes.**
- HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.**
- HE.2.12.6 Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.**
- HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.**
- HE.2.12.8 Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health.**
- HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.**
- HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.**
- HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.**
- HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.**
- HE.2.12.13 Analyze how public health policies and government regulations can influence health promotion and disease prevention.**
- HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.**
- HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.**
- HE.2.12.16 Analyze external influences that can impact one's decisions within a healthy intimate relationship.**
- HE.2.12.17 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.**
- HE.2.12.18 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.**
- HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.**
- HE.2.12.20 Analyze how our values impact our sexual health-related decisions.**
- HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**HE.3.12.1 Use a variety of valid and reliable resources to research health information.**

**HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.**

**HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.**

**HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.**

**HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..**

**HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.**

**HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.**

**HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.**

**HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.**

**HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.**

**HE.3.12.11 Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for disclosure of STD status.**

**HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.**

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.**

**HE.4.12.2 Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.**

**HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**

**HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.**

**HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.**

**HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.**

## OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

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**HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.**

**HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.**

**HE.4.12.9 Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, and STD and HIV testing and disclosure of status.**

**HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.**

**HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.**

**HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**HE.5.12.1 Determine the benefits of practicing a thoughtful decision-making process to enhance health.**

**HE.5.12.2 Examine protective factors and barriers that can impact decision-making.**

**HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.**

**HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.**

**HE.5.12.5 Defend a health-enhancing decision.**

**H.E.5.12.6 Apply the decision-making process to make safe choices while driving or riding in motor vehicles.**

**HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.**

**HE.5.12.8 Apply a decision-making process to make choices about contraception, including abstinence and condoms.**

**HE.5.12.9 Model a decision making process to make healthy choices around sexual health.**

**HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.**

**HE.6.12.2 Assess personal health practices and overall health status as the first step in determining a personal health goal.**

**HE.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.**

**HE.6.12.4 Evaluate the outcome of a personal health goal.**

**HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.**

**HE.6.12.6 Set a personal goal to not have sex until you're ready.**

**HE.6.12.7 Set a personal goal to use protection when sexually active.**

**HE.6.12.8 Develop a personal goal to be treated with dignity and respect.**

**HE.6.12.9 Develop short and long-term goals to maintain sexual health.**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**HE.7.12.1 Explain the role of individual responsibility for enhancing health.**

**HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.**

**HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.**

**HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.**

**HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.**

**HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.**

**HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.**

**HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.**

**HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.**

**HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.**

**HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

Grades K-12

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**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**HE.8.12.1 Utilize data to formulate a health-enhancing message.**

**HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.**

**HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.**

**HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.**

**HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.**

**HE.8.12.6 Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all.**

**HE.8.12.7 Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.**

**HE.8.12.8 Advocate for programs that support young parents and families.**

**HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.**

**HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.**