

HEALTH EDUCATION

Adopted February 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways.

The health education standards are identified as Health Skills in nine conceptual areas (alcohol, tobacco and other drug use prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; promotion of sexual health; unintentional injury prevention; and violence and suicide prevention.)

HEALTH SKILLS

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.	<p>Accessing Information Demonstrate ability to access valid health and safety related information.</p> <p>Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>	<p>Identify and access resources for basic health and safety information.</p> <p>Demonstrate ways to avoid unsafe situations and practice healthy behaviors.</p> <p>Identify influences on health related behaviors including methods of persuasion.</p> <p>Demonstrate positive communication skills.</p>	<p>Identify and access resources at home, at school, and in the community for health and safety information.</p> <p>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</p> <p>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</p>	<p>Access home, school and community resources to meet specific health and safety needs.</p> <p>Use strategies that promote health and prevent unsafe situations.</p> <p>Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical and social environments).</p> <p>Demonstrate effective communication, peer resistance, assertiveness and conflict resolution skills.</p>	<p>Access information and resources to meet specific health needs and solve health related problems.</p> <p>Demonstrate personal responsibility to follow procedures that enhance health and reduce risk.</p> <p>Analyze influences on health related choices (e.g., personal/family/cultural values, media, technology, peers, body image, emotions, physical and social environments, and public health policies).</p> <p>Communicate effectively, using peer resistance, assertiveness, conflict resolution skills, and negotiation and refusal skills to avoid unsafe situations.</p>

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	<p>Goal Setting Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p>Decision Making Demonstrate ability to use decision making skills to enhance health and safety.</p> <p>Advocacy Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Set short-term personal goals to enhance health and safety.</p> <p>Use a decision making model to make decisions that enhance health and safety.</p> <p>Advocate for healthy and safe behaviors at home and at school.</p>	<p>Use a goal setting model to set goals that enhance health and safety.</p> <p>Use a decision making model to make positive health and safety decisions.</p> <p>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</p>	<p>Use a goal setting model to set short- and long-term goals for healthy living.</p> <p>Use a decision making model that will enhance health and well-being.</p> <p>Advocate to self, peers, family and community members, the benefits of health and safety enhancing practices.</p>	<p>Set short- and long-term goals that promote healthy living.</p> <p>Use a decision making model to make lifelong healthy decisions.</p> <p>Advocate to self, peers, family and community members, the importance of participating in health enhancing behaviors and abstaining from unsafe behaviors.</p>
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ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION: Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.</p>	<p>Explain the impact of alcohol, tobacco and other drug use on health and well-being.</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify that alcohol and tobacco, including cigarettes, cigars, pipes, and smokeless tobacco are harmful to ones' health.</p> <p>Demonstrate refusal skills around the use of tobacco and alcohol products.</p>	<p>Identify school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales.</p> <p>Create an advocacy campaign at school to follow school rules regarding alcohol and tobacco use.</p>	<p>Describe the benefits of a tobacco and drug-free environment.</p> <p>Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use.</p>	<p>Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.</p> <p>Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.</p> <p>Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.</p>

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PREVENTION AND CONTROL OF DISEASE: Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.</p>	<p>Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>			<p>Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.</p> <p>Demonstrate personal health care practices that prevent the spread of communicable disease.</p> <p>Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</p>	<p>Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.</p> <p>Advocate to others the importance of screenings and medical examinations to maintain reproductive health.</p>

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PROMOTION OF ENVIRONMENTAL HEALTH: Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.</p>	<p>Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>				<p>Identify ways to prevent exposure to the sun, including tanning beds.</p> <p>Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds.</p> <p>Communicate to others the importance of preventing exposure to UV rays and other harmful substances.</p>

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PROMOTION OF HEALTHY EATING: Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.</p>	<p>Explain the components of a balanced diet and their importance to growth and wellness.</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Recognize the importance of variety and moderation in food selection and consumption.</p> <p>#16A & B Pass the Plants, Please</p> <p>Choose a variety of foods to eat from different food groups.</p> <p>Advocate for more fruits and vegetables at school.</p>	<p>Explain how healthful eating habits can lead to wellness.</p> <p>Describe how media, cultural and family influences encourage healthy eating practices.</p> <p>#16A & B Pass the Plants, Please</p>	<p>Explain the importance of variety and moderation in food selection and consumption.</p> <p>#16 A&B Pass the Plants, Please</p> <p>Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.</p>	<p>Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits.</p> <p>Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients.</p> <p>Set a personal goal based on a dietary analysis to enhance health.</p>

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PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH: Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.</p>	<p>Explain the key components of mental, social and emotional health.</p> <p>Demonstrate ability to access valid health and safety related information.</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>			<p>Identify how emotions change during adolescence.</p> <p>Identify school, home and community resources for mental and emotional health concerns.</p>	<p>Explain different signs and symptoms of addictive behaviors.</p> <p>Identify school and community resources that support people with addictive behaviors.</p> <p>Identify how to communicate to a friend or relative you think is an addict and should get support/help.</p>

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PROMOTION OF PHYSICAL ACTIVITY: Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate accessing information skills while understanding the components of physical activity.</p>	<p>Explain the impact physical activity has on maintaining and/or improving health and well-being.</p> <p>Demonstrate ability to access valid health and safety related information.</p>				<p>Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p> <p>Access information about the recommended amount and types of physical activity for adolescents.</p>

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PROMOTION OF SEXUAL HEALTH: Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.</p>	<p>Explain the key components to sexual health and their relationship to lifetime health and wellness.</p> <p>Demonstrate ability to access valid health and safety related information.</p> <p>Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p>Demonstrate ability to use decision making skills to enhance health and safety.</p>		<p>Describe physical, social and emotional changes that occur during puberty.</p> <p>Identify people in the school or community who could provide valid health information about the changes that occur during puberty.</p>	<p>Identify possible short- and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.</p> <p>Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity.</p>	<p>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.</p> <p>Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.</p> <p>Use the decision making process to make healthy choices around sexual health.</p>

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VIOLENCE AND SUICIDE PREVENTION: Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
<p>Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p>	<p>Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p> <p>Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p>Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p>Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify that media contains violent messages.</p> <p>Explain how helpful and hurtful messages in media can affect an individual's behavior.</p>	<p>Explain the role problem solving, anger management and impulse control have on preventing violence.</p> <p>Demonstrate steps of problem solving, anger management, and impulse control.</p>	<p>Explain how violence, aggression, bullying and harassment effects health and safety.</p> <p>Design an advocacy campaign for preventing violence, aggression, bullying and harassment.</p>	<p>Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.</p> <p>Advocate for the promotion of respect and empathy for individual differences.</p>

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Subject Area Endorsement Requirements

Subject area endorsement requirements for **Health Education** will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in Health Education using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. See page 35A.